



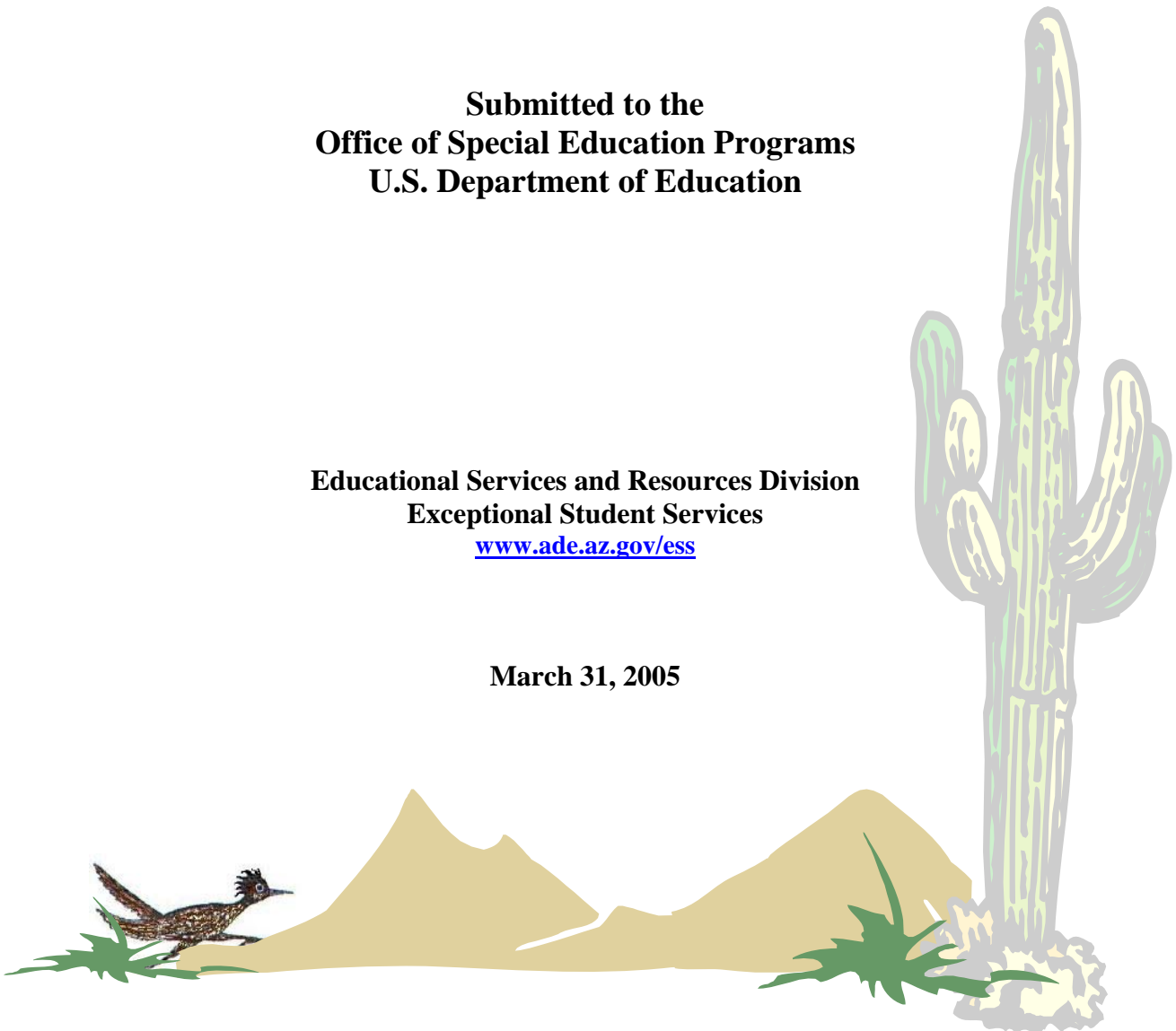
Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction

# **Arizona FY 2004 Annual Performance Report For Special Education**

**Submitted to the  
Office of Special Education Programs  
U.S. Department of Education**

**Educational Services and Resources Division  
Exceptional Student Services  
[www.ade.az.gov/ess](http://www.ade.az.gov/ess)**

**March 31, 2005**



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**FY 2004 Annual Performance Report**  
**For Special Education**

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# **Arizona FY 2004 Annual Performance Report for Special Education**

## **Introduction**

This document details the efforts and outcomes of the Arizona Department of Education, Exceptional Student Services (ADE/ESS) in meeting the requirements of the Individuals with Disabilities Education Act, the U.S. Department of Education (USDOE), Office of Special Education Programs (OSEP) Annual Performance Report, and the corrective action plan arising from the 1999-2000 monitoring of the state by the OSEP. The document also reports on the findings of a self-study on special education services in Arizona undertaken by the Special Education Advisory Panel as part of the OSEP Continuous Improvement and Focused Monitoring System (CIFMS) and funded by a General Supervision Enhancement Grant from the USDOE.

Arizona submitted the FY 2003 Annual Performance Report (APR) to the OSEP in March of 2004 and received a response to that submission in January, 2005. OSEP requested that Arizona amend or expand on some of the data collection or reporting methods for the next APR. However, by the time the state received the OSEP response to the 2003 APR, the timeframe for the subsequent APR had already passed. Therefore, some of the strategies required by OSEP could not be implemented for this reporting period (July 1, 2003-June 30, 2004) but will be fully implemented by the state in 2005. This is most noticeable with OSEP's requirement that Arizona amend its monitoring procedures to ensure that all corrective actions are completed and each public education agency (PEA) comes into compliance in a time period not to exceed one year. Upon receipt of the OSEP letter, the ADE/ESS amended its monitoring closeout procedures and notified all PEAs monitored in FY 2005 of the revised expectation. PEAs monitored prior to FY2005 will be closed out under the previous expectation of no longer than two years.

All fiscal year notations in this report refer to state fiscal year, not the federal fiscal year. Therefore, while the federal language would refer to this report as the FY 2003 Annual Performance Report (for the year beginning July 1, 2003 and ending June 30, 2004), Arizona will refer to the fiscal year as the FY 2004 fiscal year.

## Cluster I: General Supervision Introduction

### Question

Is effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) ensured through the state education agency's (SEA) use of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

### State Goal

Arizona maintains an effective general supervision system for compliance with the Individuals with Disabilities Education Act and state requirements to ensure that children with disabilities have access to a free appropriate public education in the least restrictive environment.

### Description of the CIFMS Arizona Self-Study

During 2004, Arizona completed a two-year self-study as part of the Office of Special Education Continuous Improvement and Focused Monitoring System (CIFMS). Arizona included the following components in the CIFMS:

- A steering committee that was representative of the various constituencies in special education in Arizona;
- A structured decision-making model;
- A systematic look at elements of quality and compliance using data from multiple sources;
- A statewide public input process; and
- A summative determination of the state of the state with regard to special education strengths and concerns.

The state elected to use the Special Education Advisory Panel (SEAP) as the steering committee. At each meeting from November 2002 through November 2003, SEAP considered three or four quality components. Members divided into small groups and each group was assigned a component. An ESS staff member participated in every group to assist in the review of data but was not expected to contribute to the group's determination of the rating. Members of the public who attended the SEAP meeting were asked to participate in the discussions and contribute to the group determination. Data presented included information from:

- The ESS monitoring system;
- The dispute resolution system;
- Technical assistance and training efforts;
- Annual data collection including state-established performance indicators;
- National benchmarks available through the USDOE/OSEP Website; and
- Other agencies' records (if available) on services to children with disabilities.

While decisions on some components could be made from available data sources, others clearly required additional information and/or verification through public input. Using a stratified sample from the State's monitoring cycle, 50 education agencies were selected as sources for parent and educator input. The agencies were, primarily, districts and charter schools; however, a limited number of private special education schools that are approved by the Arizona Department of Education (ADE) were also included in the sample. Particular attention was paid to the distribution of the schools by county, dominant ethnicity/language, size, and service structure (elementary, unified, or high school).



Focus groups were held at neutral sites in 20 locations throughout the state. Seventeen were conducted in English and three were conducted in Spanish. One hundred sixty-three individuals attended with 74% of those indicating that they were a parent of a child with a disability. ESS-trained mediators facilitated the meetings, and two note takers were assigned to each meeting in order to accurately capture the comments and discussions. Each family who participated was paid \$25 to offset any child-care, travel, or meal expenses. The meetings lasted approximately 90 minutes.

At the conclusion of the focus group meetings, ESS worked with Arizona's two parent training institutes (PTIs) to obtain additional feedback. The script and questions were essentially the same as those used for the focus groups—modified for individual conversations over the phone.

A team from ADE/ESS developed recommendations regarding use of the public input information for the steering committee. The steering committee reviewed these recommendations and incorporated the information into the final findings regarding the state of the State on each of the quality indicators being considered.

Results from the self-study are the basis for many of the conclusions regarding the state of the state for this APR.

### **Goal Alignment**

In this cluster, the goal related to an adequate supply of qualified personnel is the only goal that is comparable to the state goals established for all children. The other areas of general supervision are unique to the requirement of the IDEA.

## Cluster I: General Supervision—Identification and Correction of Noncompliance

### GS.I Question

Do the general supervision instruments and procedures used by the State (including monitoring and complaint and hearing resolutions) identify and correct IDEA noncompliance in a timely manner?

### State Goal

Arizona will identify and correct IDEA noncompliance in a timely manner through general supervision procedures that include monitoring, complaint investigations, and management of the mediation and due process systems.

### Performance Indicators

#### GS.I.1

The general supervision system identifies IDEA noncompliance.

#### GS.I.2

The general supervision system corrects IDEA noncompliance in a timely manner.

### Description of the Monitoring System

Exceptional Student Services (ESS) conducts compliance monitoring for all IDEA procedural requirements on a six-year cycle. The system is standards-based with all forms, guide steps, enforcement and reward options, and a sample summary of findings provided to PEAs at the beginning of each school year. Data collection includes file reviews, interviews, surveys, and classroom observations. Special education officials are encouraged, but not required, to train staff and evaluate their own compliance status on a yearly basis. ESS staff uses the monitoring documents to conduct regional trainings and pre-monitoring activities throughout the state.

There are four monitoring options for PEAs. The specific level for each PEA is determined by ESS in consultation with the PEA by using information from state-established performance indicators, PEA participation rates in ESS trainings, and assessments by the ESS specialist assigned to work with the PEA. The monitoring options are:

- Level 1: Active participation of some PEA staff but with no independent work. The ESS team is generally larger and more active than the PEA participating staff.
- Level 2: The PEA and ESS work as a team to complete the monitoring with some tasks completed by PEA staff after training by ESS. The ESS team is generally smaller than the PEA team and acts as trainers and verifiers of the PEA work.
- Level 3: PEA leads and works independently in some areas and ESS staff is on site for other activities. The level of independence is determined in consultation with ESS and the PEA. The ESS specialist assigned to the PEA works with a monitoring coordinator to schedule tasks and provide selected training. The PEA is allowed up to three months to complete all monitoring activities. ESS staff members verify the monitoring findings to ensure validity and reliability.
- Level 4: The PEA team leads and works independently in all areas. ESS verifies findings. The ESS specialist assigned to the PEA ensures that progress toward completion of the monitoring is adequate and verifies the findings periodically during the three months allowed for the monitoring.

The monitoring system was converted to a computer application for all data input beginning mid-year 2001. This change allows ESS personnel to analyze information by year, by type of program (charter or district), by county, by line item, and by type of data source. This has resulted in substantial improvement

in targeted assistance through regional training, technical assistance, and guidance documents. FY 2002 results serve as baseline data for all future reporting.

### **Description of the Dispute Resolution System**

In addition to monitoring, other procedures used to identify IDEA noncompliance in a timely manner are formal complaints and mediation and due process hearings. ESS employs five state complaint investigators who work under the supervision of the Director of Dispute Resolution. The director assigns incoming complaints, monitors the investigation progress, and reviews and signs off on all letters of finding.

Arizona has an early complaint resolution (ECR) option available to parents and PEAs when both parties agree that a mutually beneficial resolution can be reached without a full investigation. An ECR contractor is assigned to work with both parties to the dispute and if the disagreement can be resolved within 10 days of the filing of the complaint, the complaint is considered resolved and is not further investigated.

Arizona currently has a two-tiered due process procedure with the first level of hearing conducted by an independent hearing officer assigned by the ESS and agreed to by both parties to the dispute. All hearing officers are attorneys who are knowledgeable about the IDEA and who have been trained yearly through ESS. Appeals to the first hearing level are conducted through the state Office of Administrative Hearings. These proceedings are held before any one of several administrative law judges who have also been trained in the requirements of the IDEA and related state law and rules.

Arizona has a system that allows for mediation on any dispute between parents and education agencies—it is not necessary for either to file a request for a due process hearing to utilize mediation services. Mediators are available statewide and have been trained on both mediation strategies and IDEA requirements.

### **Baseline/Trend Data**

#### **Identification of Noncompliance**

<b>GS.I.1 determination</b>	The Special Education Advisory Panel (SEAP), in the role as steering committee for the CIFMS self-assessment, determined that the ADE/ESS instruments and procedures identify IDEA compliance/noncompliance in an exemplary manner.
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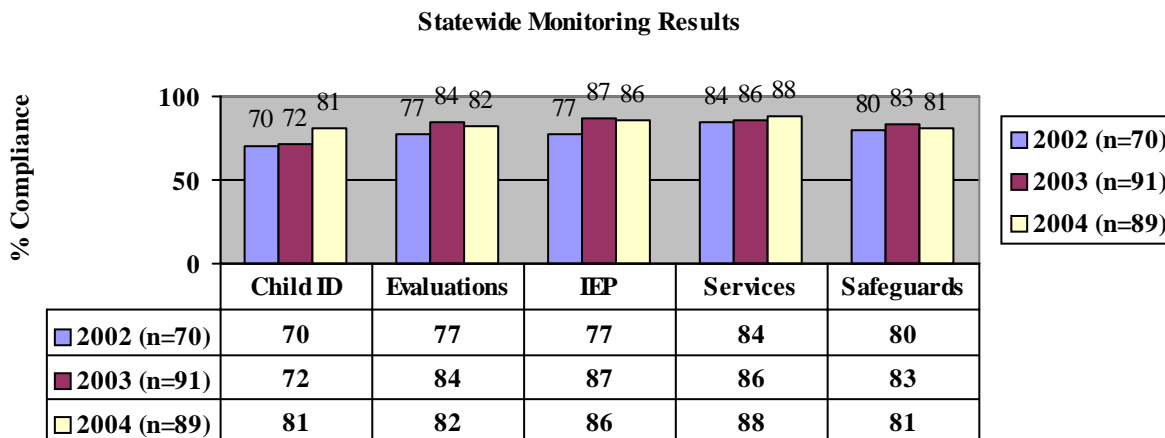
#### **Monitoring**

The ESS system looks at five major areas and includes verification of all regulatory requirements within IDEA. The following chart denotes the five areas and the IDEA citations related to each area.

<b>Area</b>	<b>IDEA Citations Tested by Area</b>
Child Find	300.123–125
Evaluation	300.7, 300.320–321, 300.505, 300.530–536, 300.563
IEP	300.29, 300.309, 300.342–348, 300.501, 300.552
Service Delivery	300.13, 300.132, 300.300–308, 300.347, 300.350
Procedural Safeguards	300.501, 300.503–504, 300.515, 300.519–520, 300.523, 300.561, 300.563, 300.565

Figure 1 indicates the percentage of compliance on all data points in each of these areas for fiscal year (FY) 2002 through FY 2004 and includes information from all PEAs monitored in each year. The percentages indicate the compliance rate at the time of the monitorings.

**Figure 1: Statewide Monitoring Results**



Statewide monitoring results show fairly significant improvement since FY 2002 with all of the major monitoring areas above 80% compliance in FY 2004. These percentages are calculated from all data point findings from each monitoring conducted in a specific year.

The progress is most notable in the area of child find, with baseline compliance advancing from 70% in FY 2002 to 81% in FY 2004. Following the 1999 OSEP finding of noncompliance in the area of child find, ADE/ESS changed its monitoring procedures in this area; therefore, the FY 2002 compliance rate can be considered a starting point for newly established and substantially more stringent requirements. The four other areas of the monitoring have not seen such extensive revisions, and the implementation rates are more stable.

#### Dispute Resolution

Table 1 indicates the number of complaints, mediations, and due process hearings requested, conducted, and resolved in FY 2004 as well as the timelines for completion. Additional information related to dispute resolution can be located on the ADE website at [www.ade.az.gov/ess/dispute](http://www.ade.az.gov/ess/dispute).

**Table 1: Complaints, Mediations, and Due Process Hearings Data**

State: Arizona								
Dispute Resolution Information								
1a: Formal Complaints								
(1) July 1, 2003–June 30, 2004	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated—Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues Being Addressed in Due Process Hearings	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of 8/30/04
TOTALS	117	81	21	12	0	81	3	3

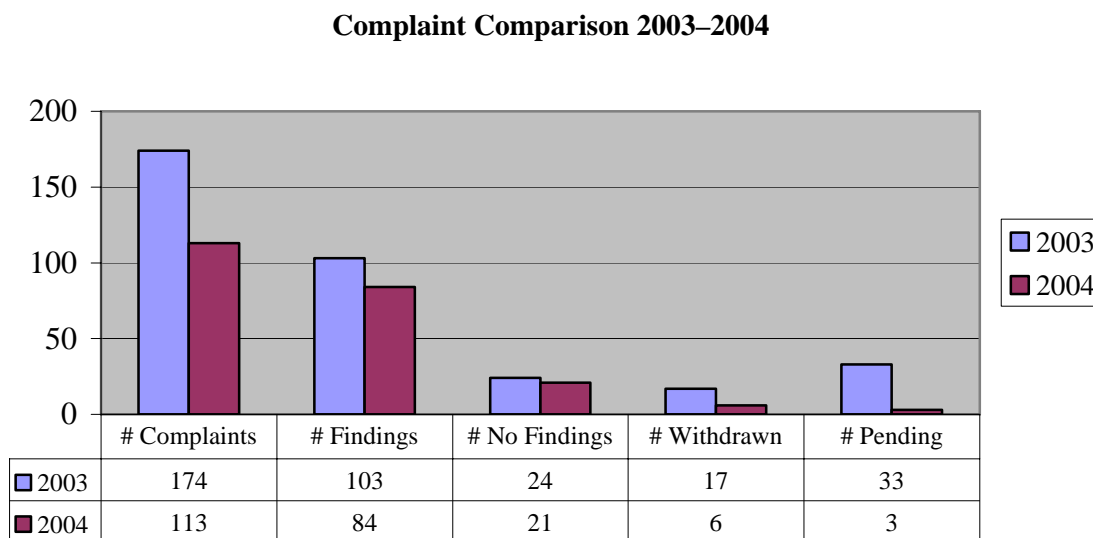
1b: Mediations					
(1) July 1, 2003–June 30, 2004	Number of Mediations		Number of Mediation Agreements		
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	(6) Number of Mediations Pending as of 8/30/04
TOTALS	40	14	16	11	0

1c: Due Process Hearings					
(1) July 1, 2003–June 30, 2004	2) Number of Hearing Requests	(3) Number of Hearings Held ( <i>fully adjudicated</i> )	(4) Number of Decisions Issued within Timeline under 34CFR §300.511	(5) Number of Decisions Issued within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of 9/30/04
TOTALS	34	3	2	0	1

The number of complaints filed in Arizona decreased substantially between FY 2003 and FY 2004. Figure 2 compares the complaint status and the resolutions for the last two years.

**Figure 2: Comparison of Complaint Results FY 2003 - 2004**



Timeliness of Correction

### Description of the Monitoring Corrective Action System

Following a monitoring, each PEA with items found in partial or noncompliance develops a corrective action plan. The plan includes:

- Items that are specific to individual children, which must be corrected within 45 days of the monitoring; and
- Items that are systemic issues, which need to be corrected for future activities.

A deficiency on any 45-day item results in both an immediate correction and a long-term correction. For example:

During the evaluation of a student identified as having mental retardation, the evaluation team did not consider the results of an adaptive behavior assessment. The corrective action plan would include:

- A 45-day item to conduct an adaptive behavior assessment for the student and reconvene the evaluation team to consider the results to determine if it changed their decisions for the child; and
- A plan to ensure that any future evaluation for a student suspected of having mental retardation would include adaptive behavior considerations prior to the final decisions of the evaluation team.

ESS maintains a database that tracks each PEA's progress toward completing both of these types of corrective actions. Because of the small size of many of Arizona's PEAs, verification of systemic change

often takes up to two years. If the above example occurred in a small school, the school might not have the opportunity to demonstrate a more rapid long-term correction because evaluations or reevaluations for students with mental retardation might not occur within a shorter time period.

***ESS recognizes that OSEP requires modification of the state's current procedures in order to ensure corrective actions are completed by agencies within one year of their monitoring. Arizona received notification of this requirement on January 11, 2005, and has modified its procedures for the 2005 monitoring year. That change is not reflected in this report but is reflected in the Activities, Timelines & Resources component of GS.I.***

Progressive enforcement actions are taken when corrective actions are not completed within the identified timelines for either type of corrective action. Potential enforcement includes the following steps:

1. Interruption of IDEA payments until adequate compliance is achieved. For charter schools not receiving IDEA funds, a request to begin withholding 10% of state payments;
2. Assignment of a special monitor or, with ADE concurrence, permanent withholding of IDEA funds for a specific year. For charter schools receiving federal funds, a request to begin withholding 10% of state payments;
3. With State Board approval, interruption of state aid and, for charter schools, a request for a notice of intent to revoke the charter;
4. Referral to the Office of the Attorney General for legal action.

Arizona has established a reward system to encourage and support PEAs that demonstrate a high level of compliance during monitoring or rapid completion of corrective action plans following monitoring. Table 2 identifies the potential rewards.

**Table 2: Potential Monitoring Rewards**

<b>Criteria</b>	<b>Reward for PEA</b>
Compliant in four of five sections of the monitoring, including delivery of services	Eligible for a noncompetitive capacity-building grant
Corrective action plan closed within one year of exit conference	Paid team registration for ESS Director's Institute
Corrective action plan closed within two years of exit conference	Paid individual registration for ESS Director's Institute

### **Description of the Dispute Resolution Corrective Action System**

All letters of finding with findings of noncompliance issued by the ESS contain corrective action requirements. The most common requirements include:

- Arranging for training in the area(s) found to be in noncompliance;
- Reconvening the evaluation team to gather or consider additional information;
- Reconvening the IEP team to consider the required information, including the need for compensatory services; and
- Developing a written action plan to ensure the deficiency does not reoccur in the future.

Timelines for corrective action following a letter of findings are monitored through the Exceptional Student Services Data Tracking (ESSDT) system developed in FY 2002. If corrective action is not completed in a timely manner, the PEA is subject to the same enforcement steps indicated above for monitoring deficiencies.

As a substantial number of complaints are resolved through early complaint resolution (ECR), ESS maintains data on any agreed-upon actions as a result of ECR using the ESSDT system noted above.

### Baseline/Trend Data

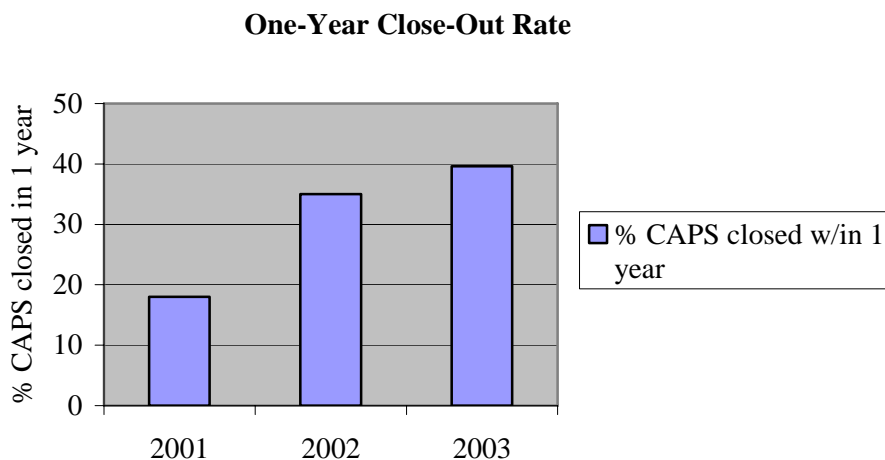
<b>GS.I.2 determinations</b>	The Special Education Advisory Panel (SEAP), in their role as steering committee for the CIFMS self-assessment, determined that the Arizona system to ensure deficiencies identified through monitoring are corrected in a timely manner is at an operational level but falls short of fully functioning.
	The SEAP determined that the Arizona system to ensure deficiencies identified through the state complaint system are corrected in a timely manner is exemplary.

### Monitoring Corrective Action Timelines

ESS increased its attention to timely closeouts of both 45-day items and corrective action plans (CAP) and developed a CAP tracking system that could be regularly monitored. The tracking system is an integral part of the established monitoring program and allows ESS specialists to record verification visits and their results. Copies of the CAP, with all completed and open items, can be provided to the PEA following each visit.

As indicated in Figure 3, there has been an increase in the percentage of PEAs that were able to complete all corrective action activities and document systemic changes within one year of monitoring. The increased capacity of the computerized monitoring system makes periodic reporting to specialists and alerts to PEAs a more manageable task. In addition, the activities undertaken to increase compliance in charter schools has had a positive impact on the schools' ability to complete corrective actions. The firm stance that the chartering bodies have taken has influenced the urgency with which charter schools address special education issues.

**Figure 3: Corrective Action Plan Closeout Percentages**



During FY 2004, ESS issued 30 letters alerting PEAs of their failure to demonstrate compliance in a timely manner. Twenty-two of those PEAs were able to come into compliance without any additional sanctions. ESS interrupted payments on eight PEAs. All eight PEAs were able to demonstrate compliance within a brief period of time, and funding was reestablished.

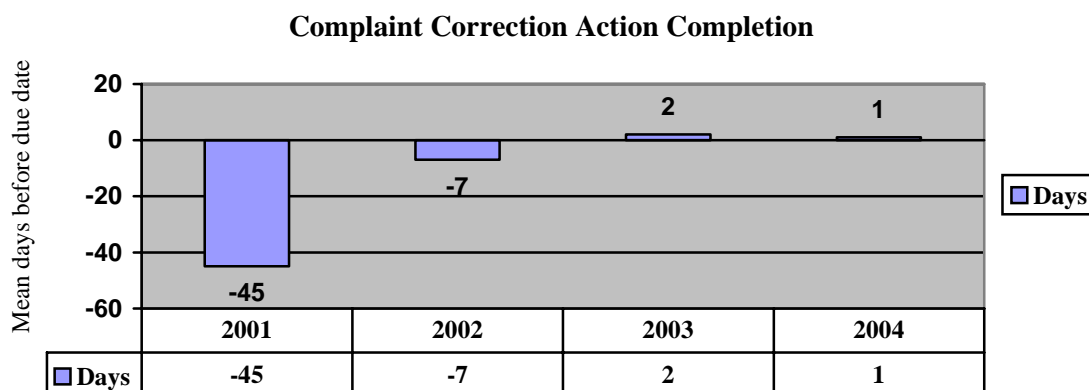


In addition, two schools were required to contract with a special monitor. The district PEA was able to resolve its difficulties with the assistance of the special monitor, and funding was reestablished. In spite of the assistance of a special monitor at the charter school, the State Board for Charter Schools revoked the charter as a result of the school's inability to come into compliance with the IDEA.

#### Dispute Resolution Corrective Action Timelines

The completion of corrective actions that were ordered in response to complaints is exceptional for a second year in a row. Figure 4 demonstrates that the average completion date for the state is now one day before the deadline. This is a substantial improvement over the 2001 rate and represents stability with 2003.

**Figure 4: Complaint CAP Closeout Rates**



#### 2004 Targets

GS.I.1: Maintain baseline compliance status of PEAs at the time of monitoring at or above 80% in each area.

GS.I.2: Change from a two-tier due process system to a one-tier system.

GS.I.3: Increase the timeliness of response to monitoring corrective action plans through quarterly enforcement steps.

#### Explanation of Progress or Slippage

##### Compliance Rates

The cumulative statewide compliance rate for all major sections of the ESS monitoring is now above 81%. The improvement in child find results is attributed to increased training on monitoring expectations in early childhood identification (birth–5) and on PEAs' adjusting their procedures and documentation to meet those expectations. The minor shifts in other categories have been determined to result from the normal variability of six-year cycles of monitoring.

With regard to the lower numbers of complaints filed in Arizona in FY 2004 as compared to FY 2003, ESS believes that the initiatives in the state designed to improve parent-school relationships and to improve services and results for students with disabilities have had a positive effect. This is corroborated by the increase in parental satisfaction detailed in the Parent Participation section of this report.

## Change from Two Tier to One Tier

In an effort to increase the efficiency of due process hearing procedures in Arizona, ESS has been working to eliminate the two-tier system and change to a one-tier system of hearings. The activities and timelines proposed in the 2003 Annual Performance Report were completed by the department and the State Board of Education. However, when the rule was reviewed by the Office of the Attorney General, it was rejected for a statutory reason that had not surfaced during the two-year long negotiations on the rule. Alternative strategies were proposed but rejected either by the Office of the Attorney General or by relevant constituent groups.

During these negotiations, ESS increased the oversight of hearing officers and began a more aggressive campaign to alert hearing officers to the need to move due process requests forward in a timelier manner and to reduce the number of timeline extensions when the cause was unrelated to issues central to the due process request.

## Completion of Corrective Action Timelines

ADE/ESS established a routine procedure for the review of all outstanding noncompliance issues, both for 45-day items and for overall corrective action plans. Letters alerting PEAs to the impending interruption of funds because of failure to demonstrate compliance resulted in most agencies' submitting the required documentation quickly. The consistent interruption of payments when compliance was not forthcoming reinforced the resolve of the state to require promptness. The State Board for Charter Schools has been particularly helpful in this regard, as on more than one occasion, a problem identified by ADE/ESS has resulted in a school's being placed on the Board's agenda for the withholding of 10% of state funds within a week.

The ESSDT and the enforcement steps taken when complaint corrective actions have been ordered and not performed continues to assist ADE/ESS in meeting expectations with regard to complaint supervision.

## 2005 Projected Targets

GS.I.1: Maintain baseline compliance status of PEAs at or above 80%.

GS.I.2: Increase one-year monitoring closeout rate to 45% in 2005 and modify procedures to increase rate to 90% by 2006.

GS.I.3: Reduce the number of letters of finding from state complaints that exceed the allowable timelines to zero.

GS.I.4: Change state statutes to allow the due process system to be changed to a one-tier system.

## Activities, Timelines & Resources

I.1.1. Fall 2004—ESS Monitoring Team (M Team) and support staff: Revise monitoring system to identify the specific elements of any multi-element item that are creating a compliance failure. Once the specific problem is identified, technical assistance and training will be targeted to address those items.

I.1.2. Spring 2005—Analyze 2004–2005 monitoring data with the ESS Monitoring Team (M Team) and ESS staff: Using 2005 monitoring results, determine appropriate strategies for remediation through training and technical assistance.

- I.1.3. Summer 2005—ESS program specialists: Build common training and technical assistance components for implementation by specialists in the 2005–2006 school year.
- I.2.1. Fall 2004—Maintain quarterly notification to specialists regarding upcoming deadlines. Notify PEAs monitored in 2004 of the requirement to close out their monitorings no later than January 15, 2006.
- I.2.2. Winter 2005—Modify monitoring procedures and documentation to reflect OSEP requirement for a one-year closeout. Notify PEAs of the change in expectation.
- I. 2. 3. Spring 2005—Establish a 60-day alert system to inform PEAs of upcoming close-out requirements.
- I.3.1. Fall 2004—Institute quarterly meetings with dispute resolution staff to monitor the status and timeliness of all letters of findings and extensions.
- I.3.2. Winter 2005—Hire administrative assistant to facilitate and monitor the timeliness of both letters of finding and the conducting of due process hearings.
- I.4.1. Fall 2004–Spring 2005—Provide information to the ADE legislative analyst and to the state legislature on due process issues.

## Cluster I: General Supervision—Identification and Remediation of Systemic Issues

### GS.II Question

Are systemic issues identified and remediated through analysis of information collected from all available sources, including monitorings, complaint investigations, and hearing resolutions?

### State Goal

Arizona uses information from the monitoring and dispute resolution systems as well as other available sources of information to identify and remediate systemic issues.

### Performance Indicator

<b>GS.II</b>	Systemic issues are identified and remediated through analysis of information from monitoring and dispute resolution mechanisms.
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### Description of the Analysis of Monitoring and Dispute Resolution Information

Arizona has traditionally identified systemic issues through informal discussions with ADE/ESS staff and with local directors of special education programs. The first formal internal analysis of statewide information began with the Continuous Improvement and Focused Monitoring System (CIFMS) self-study initiated in 2002 and completed in 2004. A full description of the self-assessment is located in the overview of General Supervision. Results from the self-study are reported throughout this document in the relevant sections. During the self-study, ADE/ESS staff and the steering committee looked for trends across the three areas of analysis—monitorings, complaints, and due process cases. No consistent pattern could be identified between the systems.

In addition to the information in the CIFMS self-study, ESS staff reviewed all monitoring and dispute resolution findings and student outcome data for 2003 in May 2004. Technical assistance efforts, training agenda, and conference topics were identified from this analysis for implementation during the 2004–2005 school year.

### Baseline/Trend Data

<b>GS.II Determination</b>	No systemic noncompliance issues were found during the CIFMS self-study. The Special Education Advisory Panel, through the CIFMS self-assessment, determined that the identification of systemic issues and the effectiveness of remediation are fully functioning and that the remediation efforts are rated as “exemplary.”
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No systemic noncompliance issues were found during the CIFMS self-study. Analysis of monitoring and dispute resolution issues and the focus groups conducted as part of the self-study indicated that the most pressing area needs for improvement in Arizona are:

- Understanding and using data to make appropriate educational decisions for students with disabilities
  - For ESY determinations;
  - For IEP goals;
  - For selecting instructional and test accommodations;
- Moving beyond psychometric testing in the evaluation process;
- Meeting the needs of middle and high school students with disabilities; and

- Getting the wealth of information available to parents into the hands of parents.

## **2004 Targets**

GS.II.1: Complete the CIFMS self-assessment and develop an improvement plan.

GS.II.2: Establish a formal system for identifying systemic issues that are evidenced in monitoring and dispute resolution findings.

GS.II.3: Target regional training and technical assistance efforts toward identified areas.

## **Explanation of Progress or Slippage**

Arizona took a major step forward in bringing all data together to identify the needs of the state through the CIFMS process. The needs that emerged from the self-study were not particularly surprising, but the validation of the perceived strengths and concerns within the state led to positive action steps to resolve some difficult issues. The self-study process is described in full in the overview of General Supervision section of this report.

ADE/ESS staff met to consider the results of the self-study, the monitoring findings and trends in complaints and due process hearings. From that review, the following regional trainings were scheduled:

- Effective Reading Strategies and Supports for Students with Disabilities;
- Improved Compliance through Self-Monitoring;
- Understanding Transition Requirements;
- Procedural Safeguards; and
- Highly Qualified Paraprofessionals.

Each training topic was presented in nine locations throughout the state.

## **2005 Projected Target**

GS.II: Maintain a system of identifying systemic and statewide issues through an analysis of monitoring and dispute resolution findings and internal and external needs assessment.

## **Activities, Timelines & Resources**

II.1. Fall 2004—Conduct needs assessment regarding data usage from training participants. Conduct outreach trainings on data-driven ESY decision-making and using data to write IEP goals.

II.2. Winter 2005—Analyze performance indicator information from annual data to identify specific technical assistance needs of PEAs. Conduct outreach trainings on standard and nonstandard accommodations on statewide assessment and the process of special education evaluations.

II.3. Spring 2005—Review monitoring and dispute resolution findings along with performance indicators to determine training and technical assistance topics for 2006. Conduct outreach training on accommodations in the classroom to meet the needs of students with disabilities.

II.4. Summer 2005—Revise monitoring system to include targeted student outcomes in the monitoring system.

## Cluster I: General Supervision—Timeliness of Dispute Resolution Systems

<b>GS.III Question</b> Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?	
<b>State Goal</b> Complaint investigations, mediations, and due process hearings are completed in a timely manner.	
<b>Performance Indicators</b>	
<b>GS.III.1</b>	Complaint investigations are completed and letters of findings issued with 60 days of receipt, or if conditions warrant, within the appropriately extended time period.
<b>GS.III.2</b>	Due process hearings decisions are handed down within 45 days of filing, or if appropriately extended by the hearing officer, within the time period of the extension.

### Description of the Dispute Resolution System

A full description of Arizona's dispute resolution system is found in the first section of this cluster.

### Baseline/Trend Data

<b>GS.III determination</b>	Arizona has determined that the complaint and mediation mechanisms of the dispute resolution systems in the state are fully functioning and meet the requirements of IDEA. Due process hearings have improved but are not yet compliant in timeliness.
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In general, there has been less demand for formal dispute resolutions related to IDEA issues during 2004. This has assisted the ADE/ESS dispute resolution unit to meet the federal expectations with regard to timelines.

ADE/ESS received 113 complaints during FY 2004 (see Table 1). Investigators improved their rate of timely issuance of letters of findings from 49% in 2003 to 80% in 2004. A total of 21 letters were issued after their due dates with a range of 1–33 days' delay, a mean of seven days, a mode of one day, and a median of three days' delay.

The early complaint resolution (ECR) option described in GS.I has been of substantial assistance in ensuring that timely relief is available to parents. Of the 113 complaints filed, 40 were resolved within ten days through ECR and four were withdrawn. All ECR resolutions are considered resolutions with "findings" for this report.

Arizona had a finding of noncompliance during the 2000 monitoring by the Office of Special Education Programs related to the timely issuance of due process hearing results. As noted in the letter from OSEP dated January 11, 2005, Arizona has made substantial progress in ensuring that the requirements of 34CFR §300.511 are met. In 2004, two of three of the hearing requests that were fully adjudicated were completed within the required timelines. One hearing was still underway at the closing date for this report (See Table 1).

## **2004 Target**

GS.III.1: Create a component within the ESSDT system that will track due process hearings to ensure more timely resolutions.

GS.III.2: Improve the timely completion of formal complaints, mediations, and due process hearings by 2%.

## **Explanation of Progress or Slippage**

While progress has been made toward moving to a one-tier due process system to facilitate timely resolution of hearings, ADE/ESS was not able to accomplish this changeover. (See a complete explanation in GS.I.) However, the number of hearing decisions that were issued after the deadlines and extensions had expired was reduced by 50% from 2003 to 2004. As previously noted, the rule change that would have eliminated the two-tier system was rejected by the Office of the Attorney General because of a perceived conflict with Arizona statutes.

## **2005 Projected Target**

Decrease the number of due process hearings that exceed the timelines without extensions to zero.

## **Activities, Timelines & Resources**

2.2.1. Fall 2004—Conduct due process hearing officer training with a heavy emphasis on the need for timeliness and acceptable reasons for extensions.

2.2.2. Winter 2004—Replace support staff to allow for closer tracking of timelines and due dates.

2.2.3. Winter 2005—Conduct a review of current hearings to determine hearing officers in compliance with timeline requirements and notify those who have not met the requirements of the potential for non-renewal of their hearing officer contract.

2.2.4. Winter 2005—Support legislation that would allow the one-tier due process system to take effect.

2.2.5. Spring 2005—Revise hearing officer availability listing to reflect changes needed in assignments because of problems with timeliness of decisions.

## Cluster I: General Supervision—Adequate Supply of Qualified Personnel

<b>GS.IV Question</b> Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state?	
<b>State Goal</b> Arizona's public education agencies have access to a sufficient number of special education personnel to meet the identified educational needs of students with disabilities in the state. *	
<b>Performance Indicator</b>	
<b>GS.IV</b>	The number of certified special education staff increases over time and the number of under-certified staff decreases.

### Description of Data Analysis of Personnel Vacancies and Shortages

ADE/ESS collects information on teacher and related service personnel through:

- The OSEP required annual data collection system;
- Institutes of Higher Education special education enrollment and graduation rates;
- The State Improvement Grant (SIG) evaluation process; and
- For 2004, a special education teacher attrition survey.

The Arizona State Improvement Grant (SIG) Goal 1 focuses on increasing the supply of qualified special education providers—both teaching staff and related service personnel. The Arizona SIG uses a multifaceted approach to identifying and meeting the needs of Arizona's schools for special education providers including:

- Surveying institutes of higher education regarding placement rates of special education graduates;
- Providing an educator recruitment web site that is free to all Arizona public education agencies;
- Monitoring the openings for special education staff posted on the Arizona Education Employment Board;
- Funding projects with institutes of higher education to increase the supply of certified personnel and qualified paraprofessionals;
- Supporting the development of mentorship opportunities for newly graduated special education teachers to reduce attrition rates; and
- Increasing the quality of professional development offered to teachers in the classrooms.

### Baseline/Trend Data

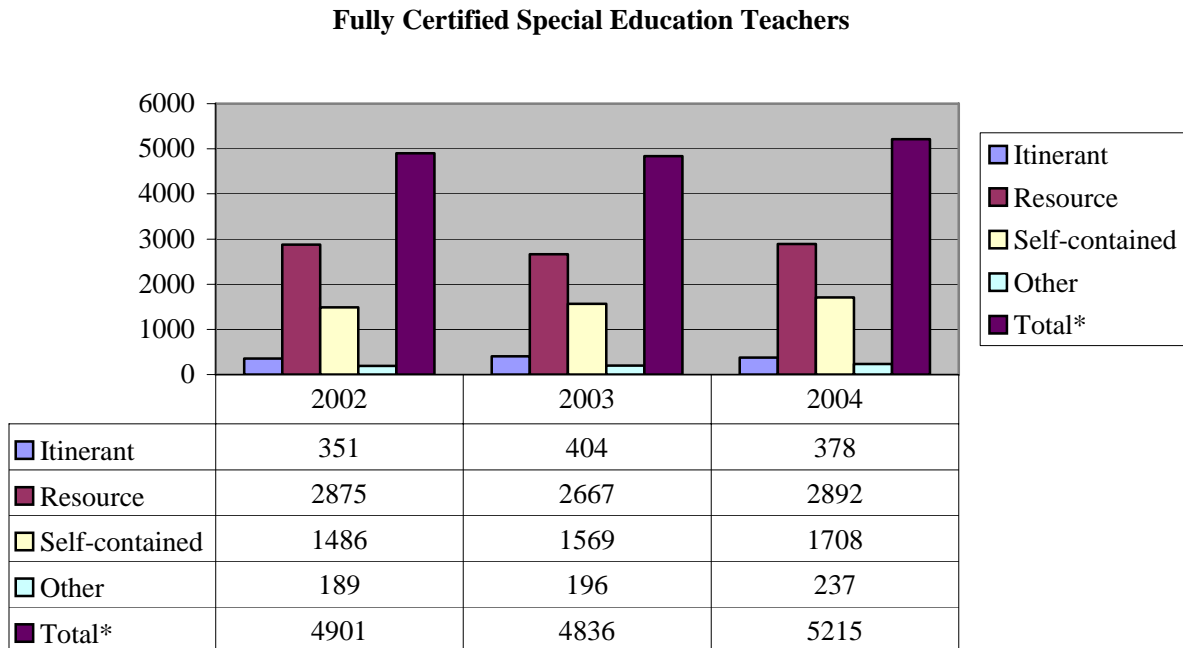
<b>GS.IV determination</b>	The steering committee recognized the extraordinary efforts the state is making to remedy the personnel shortages and acknowledges that the state is still short of its goal to have a sufficient number of qualified special education teaching and related service personnel.
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Special education teachers are the backbone of the system for ensuring a free appropriate public education (FAPE) to students with disabilities. The ability of the State to recruit and retain certified



special education teachers is an essential indicator of progress. Figure 5 indicates the status of fully certified special education teachers from 2002–2004.

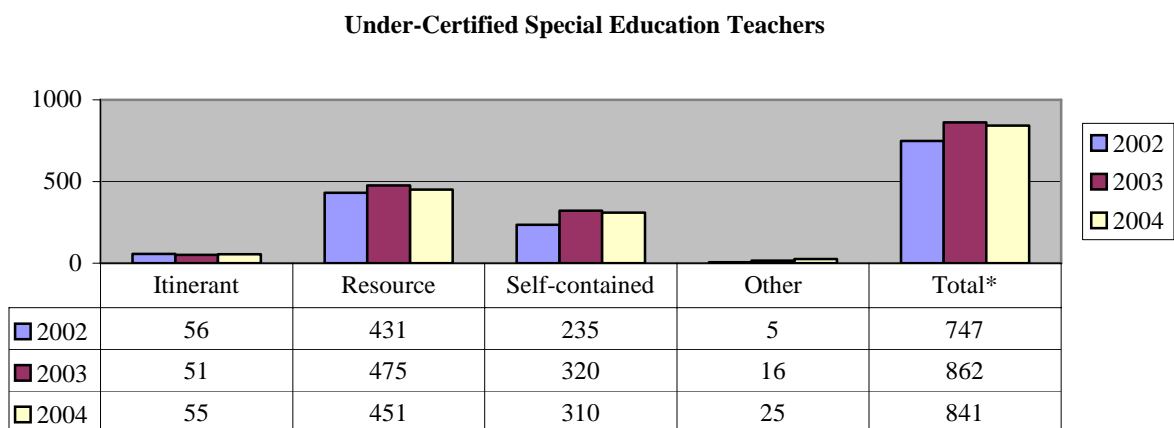
**Figure 5: Numbers of Certified Teachers**



The state has made some progress in increasing the ratio of fully certified to under-certified special education teachers in the last three years, as the numbers of fully credentialed teachers did increase between 2003 and 2004. This reverses the prior year trend, but it will be essential to monitor future years in order to determine if the State's efforts are turning the tide with respect to a sufficient number of qualified teachers.

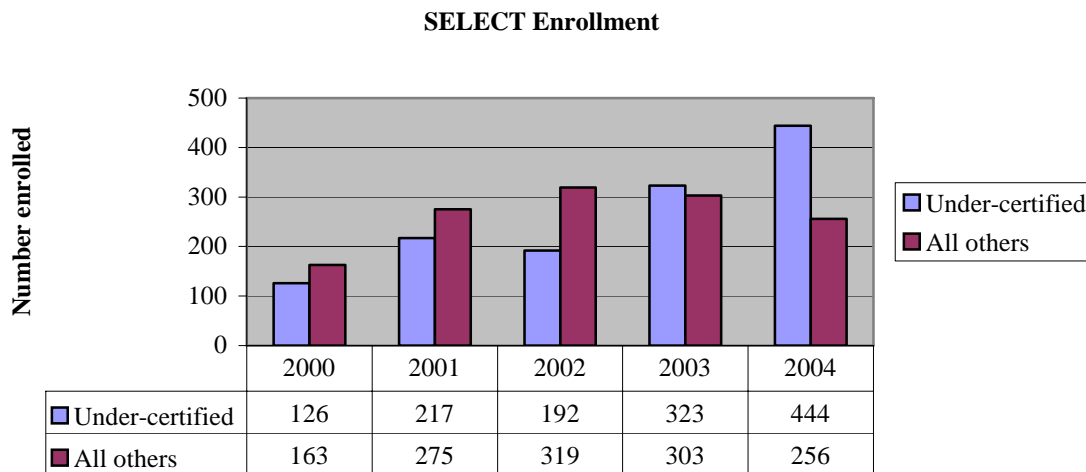
Figure 6 details the number of special education staff who are not fully certified but were teaching in Arizona's schools.

**Figure 6: Numbers of Under-Certified Teachers**



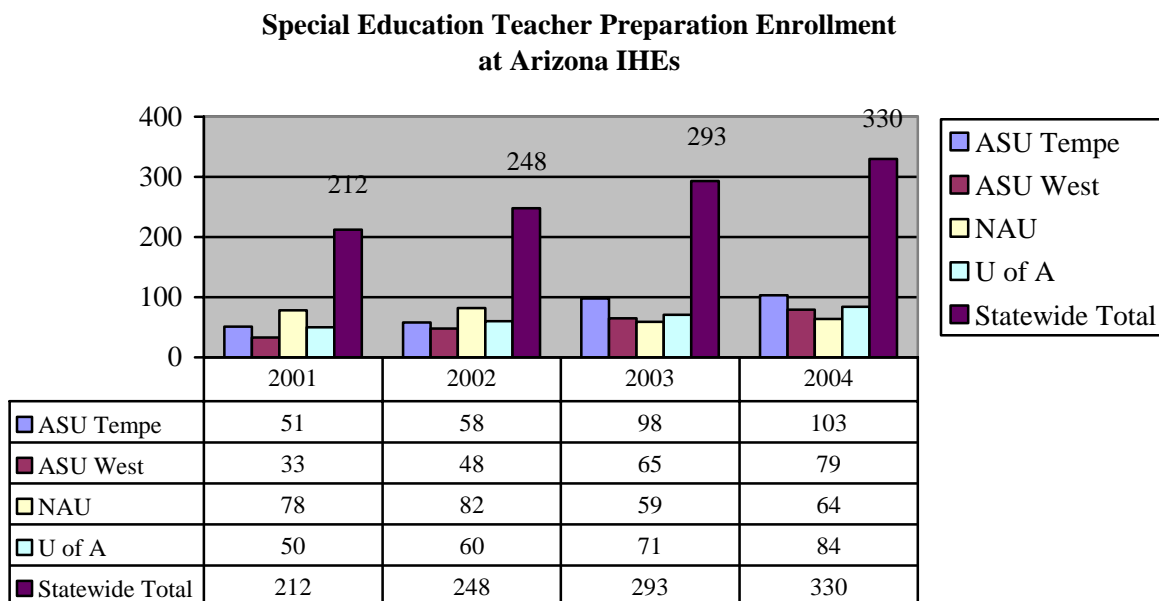
A substantial component of this progress is the ESS joint project with Northern Arizona University. Classes, known collectively as SELECT, have provided a primary resource for under-certified teachers throughout the state. Figure 7 demonstrates the increased use of SELECT by under-certified teachers as well as school psychologists, speech-language pathologists, certified special education teachers, and regular education teachers.

**Figure 7: SELECT Enrollment Growth**



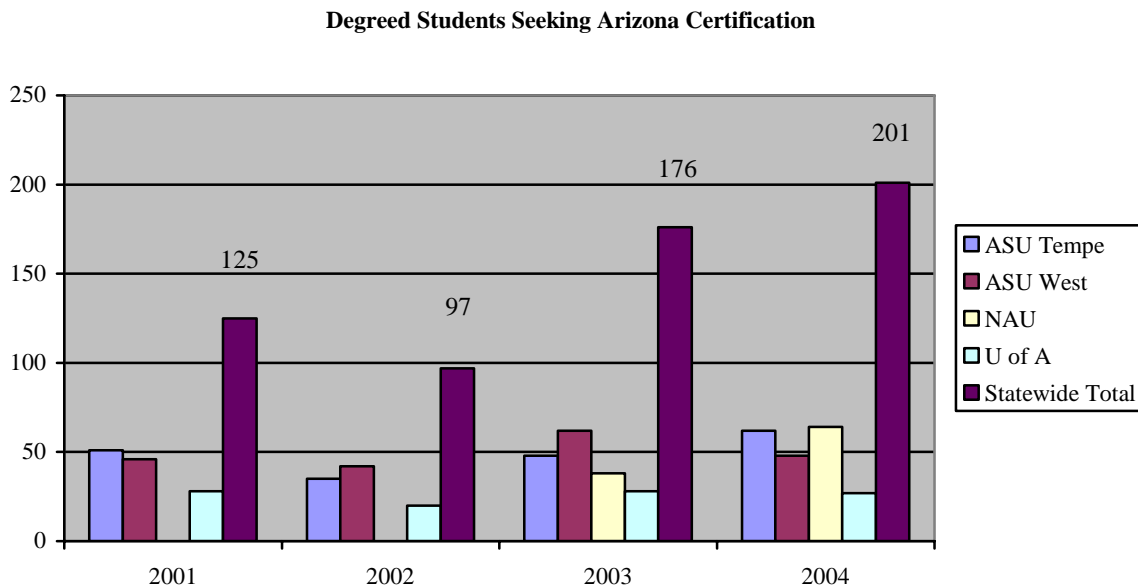
While SELECT enrollment has shown consistent growth over the years, the enrollment in special education teacher preparation programs through traditional routes has also increased. Figure 8 demonstrates the growth at each of the three state universities as well as the total number of enrollees for the state.

**Figure 8: IHE Special Education Enrollment Numbers**



The numbers of students who are graduating with a degree in special education and who are seeking special education certification in Arizona is also increasing. This is an important factor as many of Arizona's college students come from other parts of the country and it is essential that the state keep as many of them here after graduation as is possible. Figure 9 indicates the applicants for Arizona certification and their respective graduating schools.

**Figure 9: Special Education Graduates Applying for Arizona Certification**



During the 2003–2004 school year, ADE/ESS conducted a Special Education Teacher Attrition Rate Study in order to determine if teacher shortages were being severely impacted by teachers leaving the field. Table 3 reports the results of that study from 550 PEAs.

**Table 3: Personnel Attrition Rate Study Results**

Survey Query	Response
Number of Special Education (SpEd) FTEs filled in September of 2003–2004 school year	3,210
Number of SpEd FTEs unfilled (open) in September of 2003–2004 school year	252
Number of 2002–2003 SpEd FTEs returning to teach special education in 2003–2004	3,089
Number of 2002–2003 SpEd FTEs not returning to teach special education in 2003–2004	745
Of those SpEd FTEs not returning, number who returned to teach in regular education	118
Number of 2002–2003 SpEd FTEs that retired, were disabled, or died and consequently did not return in 2003–2004	94
Of those 2002–2003 SpEd FTEs not returning, number whose reason was not determined	533

It is clear from the data that PEAs in Arizona continue to have some degree of difficulty recruiting and retaining special education teaching staff, as they began the school year with 252 open positions. A telling aspect of this report, however, is that 47% of the reported openings could have been filled by trained special education teachers who instead elected to return to the regular education classroom.

Recognizing the need to address a long-term solution to the teacher shortage problem, ESS joined with two other divisions within the ADE to create the Pathways to Teaching program in Arizona high schools. Career and Technical Education (CTE) employed a program specialist to develop curriculum and market

the new CTE career path to districts and charters. The position and all expenses are shared among the three ADE divisions. During the 2003–2004 school year, 42 high schools offered the Pathways to Teaching to juniors and seniors and 768 students were enrolled in the program.

In addition to a shortage of fully qualified teachers, the state is experiencing a shortage of related service personnel. The most critical shortfall is for speech/language pathologists (SLPs), as evidenced by the Arizona Education Employment Board's (AEEB) having almost twice the number of postings for these specialists as for any other specialty area. To address this need, the state has coordinated with Northern Arizona University, Department of Communication Sciences and Disorders (CSD), to establish a school-based SLP track. This will allow the expansion of the Master's Degree program in clinical speech pathology by eight students a year. The participants will be recruited from three partner school districts with chronic SLP shortages. The program will focus on the practice of speech/language pathology within the education setting and will provide stipends to students during an externship provided they agree to remain with the district to complete their clinical fellowship year.

### **2004 Targets**

GS.IV.1: Work with the Transition to Teaching Grant program to include special education teachers and paraprofessionals.

GS.IV.2: Develop consortia for placement and hiring of speech-language providers.

GS.IV.3: Develop and implement an alternate path to special education certification.

GS.IV.4: Expand the Pathways to Teaching program to 50 high schools.

GS.IV.5: Develop an online certification data analysis and retrieval system.

### **Explanation of Progress or Slippage**

Arizona's efforts to train, recruit, and retain certified special education teachers showed positive results during 2004. The numbers of fully certified teachers increased by almost 400 and the numbers of under-certified teachers declined slightly, moving the percentage of fully certified staff from 84.9% in 2003 to 86.1% in 2004. However, a critical shortage still exists. The explosive growth of Arizona's population with a concomitant demand for special education services will continue to challenge the State for some time.

The early potential displayed with the Transition to Teaching project was not fulfilled as the vast majority of the participants elected to go into the general education classroom. The development of the school-based SLP program is currently underway and results will be detailed in future reports.

The Pathways to Teaching project is showing real potential to impact the teacher shortfall, not just in special education but in all areas, and will soon provide great assistance for highly qualified paraprofessionals. The State fell somewhat short of the 2004 goal of having 50 schools offer the program; however, the numbers of students enrolled in the operating programs exceeded expectations. Continuing work on articulated curricula and acceptance of alternate course modalities will further increase the number of students in the "teaching pipeline," but results will not be felt at the teaching level for some time.

## **2005 Projected Targets**

GS.IV.1: Increase the percentage of fully certified teachers to 88% of the special education teaching work force.

GS.IV.2: Increase the numbers of schools offering a Pathways to Teaching program from 42 to 60.

GS.IV.3: Enroll a minimum of eight students in the school-based SLP program through Northern Arizona University.

## **Activities, Timelines & Resources**

IV.1. Summer 2004–Spring 2005—Market SELECT classes to ensure continued growth in the program as an alternate route to special education certification.

IV.2. Fall 2004—Hire Goal 1 (Qualified Personnel) Coordinator for the State Improvement Grant.

IV.3. Winter 2004—Continue work with the state’s institutes of higher education to increase the numbers of students enrolled in special education teacher preparation programs.

IV.4. Winter 2005—Complete the agreement with Northern Arizona University and three PEAs in order to initiate the school-based SLP program.

IV.5. Winter 2005—Complete the statewide agreement on dual credit for high school and community college for students enrolled in the Pathways to Teaching program.

IV.6. Spring 2005—Provide training for Pathways to Teaching staff on an updated curriculum aligned with community college requirements.

## Cluster I: General Supervision—Timely and Accurate Data Reporting

<b>GS.V Question</b> Do State procedures and practices ensure collection and reporting of accurate and timely data?	
<b>State Goal</b> All federally required data will be collected in a manner that ensures accuracy and will be reported to the U.S. Department of Education by the due date.	
<b>Performance Indicators</b>	
<b>GS.V.1</b>	State procedures and practices ensure the collection and reporting of accurate data.
<b>GS.V.2</b>	State procedures and practices ensure the collection and reporting of data in a timely manner.

### Description of Data Collection and Reporting

Arizona collects December 1 child count, placement, and ethnicity data through a state agency data collection system known as the Student Accountability Information System (SAIS). Public education agencies (PEAs) input student level data for all students into the SAIS system and ADE/ESS extracts the required special education information from that source. SAIS is the system used by school finance to provide state funding to schools; therefore, enrollment data, attendance records, withdrawal notification, and similar data are captured by SAIS. Unique student identifiers are used with the expectation that—at some point—dropout and graduation rates can be calculated by SAIS. The complexity of the system and the fact that it is used for funding purposes has presented some challenges to the “single point in time” concept of the December 1 count, in that PEAs are allowed to amend SAIS data for up to three years in order to capture additional appropriate state funding.

The annual OSEP data requirements that are not collected at the time of the child count are collected through a Web application developed and managed by ADE/ESS. PEAs report cumulative numbers that are reviewed by ADE/ESS personnel, and subsequently verified by the PEAs themselves. ADE/ESS use this same system to collect performance indicators in a few areas other than those required by OSEP—such as parent satisfaction information and preschool IEP goal attainment.

### Baseline/Trend Data

<b>GS.V determination</b>	State procedures and practices ensure collection and reporting of accurate data and timely reporting of annual data collection requirements.
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Arizona continues to make progress in building data collection systems that enhance the State’s ability to obtain reliable information in a manner that speeds the submission process for PEAs and the analysis process for ADE/ESS. During FY 2004, ADE/ESS provided OSEP with valid and reliable data but continues to struggle with final child count timelines. Table 4 documents the OSEP due dates and the dates on which Arizona was able to supply the required information.

**Table 4: Arizona Data Submission Timelines**

Data Element	Due Date	Submission Date		
		2001–2002	2002–2003	2003–2004
Preliminary Child Count	February 1	2/4/02	2/5/03	1/15/04
Final Child Count		4/22/02	7/10/03	7/7/04
Final Placement		10/31/02	7/10/03	7/7/04
Personnel	November 1	10/31/02	10/31/03	10/29/04
Exit		10/31/02	10/31/03	10/29/04
Discipline		11/22/02	10/31/03	10/29/04

**2004 Target**

GS.V: Submit data to OSEP within timelines.

**Explanation of Progress or Slippage**

The collection of information through the SAIS caused a delay in providing OSEP with final child count figures, as the original programming allowed PEAs to submit student data modifications for up to three years. Cleaning the data to ensure that accurate information was provided to OSEP required more time than was anticipated.

The efforts to improve the timeliness and accuracy of data collection have included merging special education systems with the agency-wide efforts in school finance and research and policy. The data collection system for the OSEP annual data requirements via the ADE Web site substantially improved the timely reporting rate of PEAs. A move by the State Board of Education to withhold state funding to those PEAs that had not submitted by the deadline motivated the laggards to complete the process and will, in all likelihood, reduce the degree of tardiness in future years.

Ongoing activities to improve data collection systems include:

- Working with ESS/MIS developer to improve/update data collection procedures and systems;
- Continuing work towards development of individual PEA data profiles;
- Statewide data collection training provided to PEAs to ensure accurate data collection, and;
- Working within the ADE to improve Student Accountability Information System (SAIS).

**2005 Projected Target**

GS.V: Improve the timeliness of the reporting of final child counts to OSEP and maintain the timeliness and accuracy of the reporting of all other required data.

**Activities, Timelines & Resources**

Winter 2004—Hire research analyst to fill current vacant position.

Winter 2005—Verify December 1 child count.

Spring 2005 — Hire additional programmer to improve/develop data collection systems.

Spring 2005—PEA data submission opens April 1 and closes July 29.

## Cluster I: General Supervision — Report on OSEP FY 2000 Monitoring Findings

<b>Finding 1</b>	Arizona's monitoring system was not effective in identifying and correcting noncompliance related to the provision of psychological counseling services.
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### Response to Finding 1 — Psychological Counseling Services

Following the OSEP finding, Arizona amended its monitoring, training and technical assistance systems to increase emphasis on the consideration of related services that address the provision of counseling services to students with disabilities. Using the definition of related services in 34 CFR §300.24, Arizona modified its systems to address the following aspects of counseling services:

- Related services including counseling, psychological services, rehabilitation counseling, and parent counseling and training;
- Counseling services provided by qualified social workers, psychologists, guidance counselors or other qualified staff;
- Psychological services including assessments and planning focused on the behavior of a child;
- Rehabilitation counseling services focusing on career development and independence of students with disabilities.

During the monitoring process, ADE/ESS staff looks for consideration of the need for and provision of counseling in the following documentation:

- In the evaluation (or reevaluation) report, the team considered the following:
  - Information provided by the parent through developmental, medical, functional, and behavioral reports and concerns (34 CFR §300.535);
  - Data from teaching and related services staff related to peer relationships, work habits, organizational skills, motivation, behavior and/or self-esteem (34 CFR §300.535);
  - Information in all areas related to the suspected disabilities including social and behavioral issues (34 CFR §300.535).
- As appropriate, in the IEP:
  - Present levels of performance include behavioral and/or social strengths and concerns (34 CFR §300.347(a)(1);
  - Measurable goals include communication goals, behavioral and social goals, and workplace and/or independence goals (34 CFR §300.347(a)(2);
  - Special education services to be provided to the child include instruction in social/behavioral areas, daily living, personal management, time management, and job-appropriate behaviors (34 CFR §300.347(a)(3);
  - Considerations of related services include counseling, social work services, parental counseling and training (34 CFR §300.347(a)(3);
  - Supplementary aides, services and program adaptations include social skills support, a job coach, or other appropriate supports for behavior and independence (34 CFR §300.347(a)(3);
  - Strategies and supports that address behaviors that impede the student's learning or the learning of other students are addressed (34 CFR §300.346(a)(2)(i);
  - Transition services include, among other areas, vocational counseling, independent living, and community participation (34 CFR §300.347(b)(2) & 34 CFR §300.29(a).
- In delivery of services, all services and supports that are identified in the IEP are being provided to the student and parents (34 CFR §300.350).



The monitoring system has identified non-compliance in each of the elements in some PEAs monitored each year for the past 4 years. When ADE/ESS finds a PEA out of compliance on any of these elements, the PEA is required to amend its practices and document compliance during subsequent visits by the ADE/ESS staff. (See GS.I of this report for additional information on monitoring and corrective action procedures).

<b>Arizona determination of compliance</b>	The evidence presented in this report documents that the state's monitoring system is effective in identifying and correcting noncompliance related to the provision of psychological counseling services.
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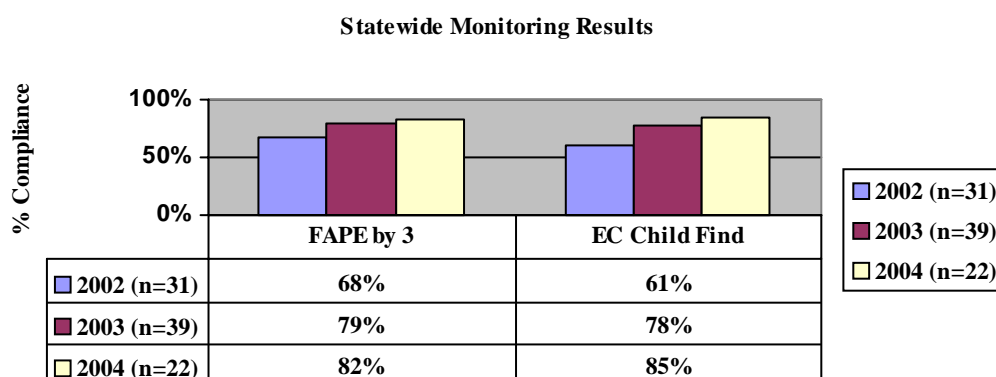
<b>Finding 2</b>	Arizona's monitoring system was not effective in identifying and correcting noncompliance related to child find.
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### Response to Finding 2 — Child Find

Following the OSEP findings that Arizona's monitoring system was not effective in identifying and correcting noncompliance related to child find, ADE/ESS amended its monitoring and corrective action system to increase emphasis on child find, particularly as it relates to the identification of children birth through aged two and the provision of a free appropriate education by age three.

ADE/ESS monitors PEAs responsible for providing preschool services to children with disabilities as part of regular monitoring activities. PEAs must have policies and procedures that meet the requirements of the IDEA in child find. They must also demonstrate during the on-site monitoring that they have complied with the stipulations of the early childhood child find agreement between the Part C lead agency and the ADE. This child find agreement addresses the IDEA requirements under CFR §300.125(c). Figure 10 reports on the baseline compliance rate for all PEAs monitored for the areas of ensuring FAPE by age 3 (300.121(c)), and child find for ages birth-three (34 CFR §300.125(c)).

**Figure 10: Monitoring Results for Child Find and FAPE by 3**



Both measures show significant improvement over the last three years, attesting to the effectiveness of the technical assistance and training provided to the responsible PEAs PRIOR to the on-site monitoring. All incidences of noncompliance are required to be corrected through a corrective action plan that results in demonstration of system-wide compliance within each PEA. Thus, PEA compliance rates at monitoring closeout equals 100%. (See GS.I of this report for additional information on monitoring and corrective

action procedures).

<b>Arizona determination of compliance</b>	The evidence presented in this report documents that the state's monitoring system is effective in identifying and correcting noncompliance related to child find and provision of FAPE by age 3.
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<b>Finding 3</b>	ADE did not ensure all corrective actions arising from a complaint were completed in a timely manner.
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### **Response to Finding 3 — Complaint Corrective Action**

A full explanation of the ADE/ESS system for ensuring corrective action is implemented following a finding of noncompliance in a state complaint is found in a previous part of this section. Of particular relevance to this finding is Figure 4 which reflects the improvement in completion of corrective actions by the PEAs by the deadline. For the last two years, PEAs have, on the average, completed all corrective actions BEFORE the timeline stated in the letter of findings.

<b>Arizona determination of compliance</b>	The evidence presented in this report documents that the state ensures that all corrective actions arising from a complaint are completed in a timely manner.
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<b>Finding 4</b>	ADE did not ensure that due process hearing and review decisions were made and issued within timelines.
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### **Response to Finding 4 — Due Process Hearing Timelines**

A full explanation of the ADE/ESS status on ensuring that due process hearing and review decisions are made and issued within timelines is found in a previous part of this section. Table 1: Complaints, Mediation, and Due Process Hearing Data indicate that, while Arizona has made progress on this finding, for 2004, one hearing and its decision was delayed beyond the appropriate timeline without an extension.

The state continues in its efforts to amend the due process hearing system in order to use a one-tier approach; however, these efforts have not been successful to this point.

<b>Arizona determination of compliance</b>	The evidence presented in this report documents that Arizona has not yet reached full compliance on the timeliness of due process hearing and review decisions.
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## Cluster II: Early Childhood Transition

<b>Question</b>
Are all children eligible for Part B services receiving special education and related services by their third birthday?
<b>State Goal</b>
The percentage of children eligible for Part B services receiving FAPE by their third birthday will increase.

<b>Performance Indicators</b>	
<b>EC.I</b>	Children served by Part C and eligible for Part B services receive FAPE by their third birthday.
<b>EC.II</b>	The percentage of children eligible for Part B services who receive FAPE by their third birthday is increasing.

### Description of Early Childhood Transition

Until September 2004, the interagency agreement (IGA) between the Department of Economic Security, the lead agency for Part C in Arizona, and the Arizona Department of Education allowed children either to transition to a Part B program or to remain in the Part C program until a logical transition point for the child. Therefore, the information in this report is based on the stipulations of that agreement. OSEP reviewed that agreement as part of the 2000 monitoring of the state and found no issues related to compliance with early childhood transition.

In Arizona, only a portion of the PEAs are responsible for serving preschool children with disabilities. Those PEAs are elementary school districts (K–8) and unified districts (K–12). Charter schools are prohibited by the charter statute from serving children under kindergarten age. Union high school districts (Grades 9–12) do not serve preschool children, and all union high school districts are aligned with companion elementary districts that do provide preschool programs.

### Baseline/Trend Data

<b>EC.I determination</b>	The Special Education Advisory Panel, in their role as the steering committee for the CIFMS self-assessment, reported “partial implementation but needs improvement” on the rubric in the area of early childhood transition.
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When considering the transition of children from Part C (Arizona Early Intervention Program - AzeIP) to Part B services, the transition agreement between the two lead agencies must be addressed. The IGA in effect during this reporting period allowed children served by AzeIP to remain in Part C programs beyond their third birthdays if:

- The IEP/IFSP team determined that the services the child was receiving under Part C were appropriate services and no modifications were necessary;
- The services were at no cost to the parents;
- The services addressed the educational/developmental needs of the child; and
- The program was supervised by the public agency.

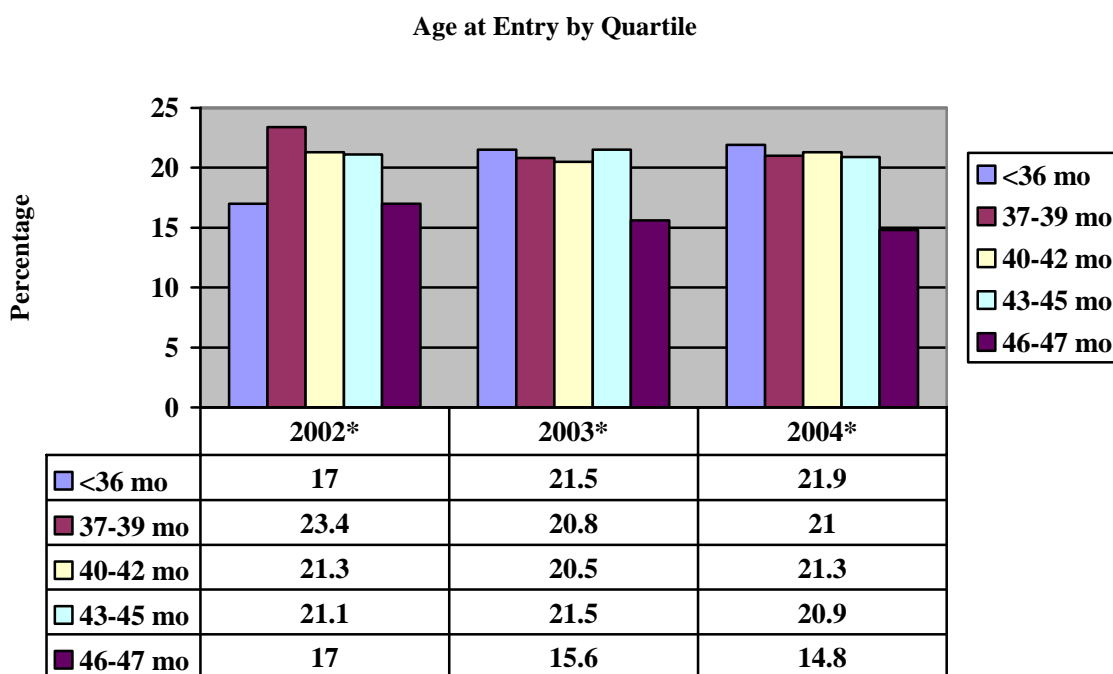
These stipulations in the agreement meet the basic requirement for FAPE.

Children who remained in AzEIP transferred to a Part B preschool at a “logical transition time.” The agreement also recognized that, under Arizona statute, school districts had the option of admitting a child up to 90 days prior to the third birthday if it was in the best interests of the child (as determined by an IEP team). Children who enter a PEA program before their third birthday are assured FAPE. Thus, Part C children who were eligible for Part B services received FAPE by their third birthday—whether from AzEIP under an IFSP and “next logical transition” concept or by receiving services in the Part B program.

AzEIP exit data indicate that 1,526 children who were Part B eligible exited Part C during the period from October 1, 2003, through September 30, 2004. From July 1, 2003, through June 30, 2004, 1,153 children began receiving Part B preschool services by their third birthday and an additional 1,110 began receiving services within 90 days. Clearly, not all of the children admitted to preschool programs came from Part C; however, it can be assumed that a large number of them were previously served by AzEIP and transitioned in a timely manner under the IGA.

The Student Accountability Information System (SAIS) has been able to generate reports reflecting the age of preschool children with disabilities as of the first day of IEP-driven services since FY 2002. The state has made efforts to improve early child identification rates across the board, and the effects of those efforts are reflected in Figure 10.

**Figure 11: Percent of Children Entering Part B Preschools by Age 3**



\*The date of entry is the first day the child receives special education services and may be later than the day FAPE is made available.

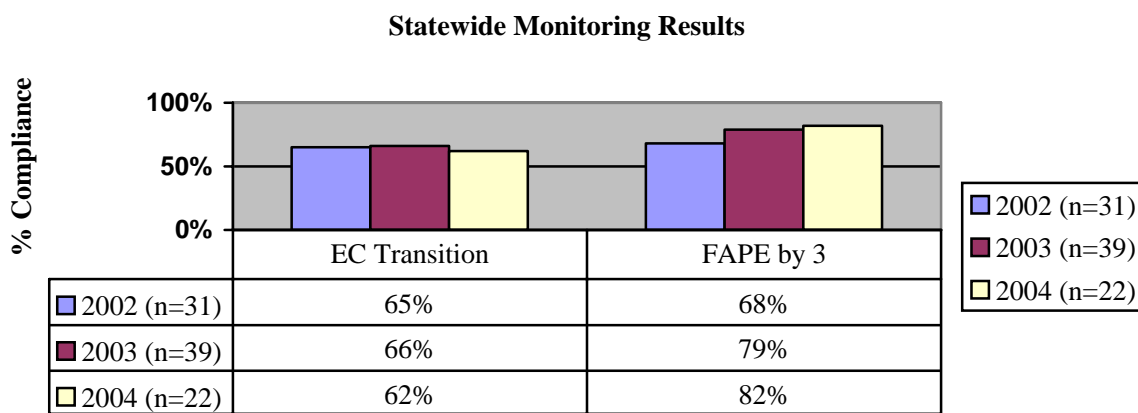
ADE/ESS monitors PEAs responsible for providing preschool services to children with disabilities as part of regular monitoring activities. PEAs must have policies and procedures that meet the requirements of the IDEA preschool transition. They must also demonstrate during the on-site monitoring that they have complied with the stipulations of the preschool transition agreement between the Part C lead agency and

the ADE. This transition agreement addresses the IDEA requirements under 34CFR §300.121(c).

Figure 11 reports on the baseline compliance rate for all PEAs monitored for the areas of Part C–Part B transition (34 CFR §300.132) and ensuring FAPE by age 3 (34 CFR §300.121(c)). All incidences of noncompliance are required to be corrected through a corrective action plan that results in demonstration of system-wide compliance within each PEA. Thus, PEA compliance rates at monitoring closeout equals 100%.

*ADE/ESS is adjusting its procedures for ensuring corrective actions are completed by all PEAs within one year of the closing date of the monitoring.*

**Figure 12: Early Childhood Monitoring Results**



## 2004 Targets

EC.1.1: Increase the percentage of three-year-old children eligible for Part B services receiving FAPE by their third birthday by 2% from FY 2003 levels.

EC.1.2: Revise the SAIS data collection system to improve accuracy of reporting related to children receiving FAPE by age three.

EC.2.1.Revise the transition agreement and child find agreement and train PEAs on their obligations.

## Explanation of Progress or Slippage

The data indicate that the improvement noted in the 2003 APR continues in 2004 in the area of FAPE by 3. The percentage of three-year-old children who enter preschool on or before their third birthday continues to grow, and the percentage of children who enter late in their third year continues to decline. Figure 10 demonstrates that, in FY 2004, the numbers of children admitted by their third birthday constitutes the largest percentage by quartile.

The improvement noted in Figure 11 demonstrates that a substantial number of PEAs have gained an understanding of their obligations and are correctly implementing the FAPE by age three. The compliance rate for the transition requirements did not improve at a rate similar to the other indicator, prompting an investigation by ADE/ESS of the reasons for this lack of progress. It was determined that, while the ADE/ESS was monitoring for all of the specific requirements of the transition agreement, the transition planning component of the IFSP used by Part C did not capture all of the information for which

ADE/ESS was monitoring. As the IFSP is the primary method used by both Part C and Part B agencies to prove compliance with the transition agreement, no agency was faring very well. Part C is working with the Part B preschool staff to develop a transition documentation form that accurately reflects the steps articulated in the agreement. The PEAs have been directed to include the transition plan in their students' files.

SAIS changed the system requirements in FY 2004 for FY 2005 and the results will be reported in the next APR. Before changes to SAIS become effective, the state must notify all vendors one year in advance of the required change. This allows for the multiple companies that provide software to PEAs to modify their products for SAIS compatibility. Therefore, it takes about a year from the decision to change a SAIS component to the gathering of the new data. Because of this lag time, the SAIS system continued to underreport children receiving FAPE by their third birthday in 2004; however, the PEAs will be reporting the initial IEP date (the date that ensures FAPE) beginning in FY 2005.

The new transition agreement substantially changes the allowable procedures for transition as it eliminates the option for children to remain in Part C after their third birthday. As the agreement was not signed until the beginning of the 2004–2005 school year, statewide training will be reported in the next APR.

### **2005 Projected Targets**

EC.1.1: Increase the percentage of Part C children (who are eligible for Part B) receiving FAPE by their third birthday from 75% to 90%.

EC.1.2: Establish a baseline through the ADE data collection system for the numbers of children eligible for Part B preschool services who were previously served by Part C.

### **Activities, Timelines & Resources**

1.1. Fall 2004—SAIS changes will capture the initial IEP date for incoming preschool children.

1.2. Winter 2004—Training on the new transition agreement and the new child find agreement will take place statewide.

1.3. Winter 2005—Analyze the relative position of PEAs on the SAIS in-by-three data and begin a dialog with PEAs in the bottom quartile of the state.

2.1. Fall 2004—Meet with SAIS representatives to initiate change in reporting requirements.

2.2. Winter 2005—Issue SAIS requirements for vendors for FY 2005.

### **Goal Alignment**

The goal for this cluster has no counterpart as the state has no goals related to the provision of services to preschool children without disabilities.

### Cluster III: Parent Involvement

**Question**

Is the provision of free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

**State Goal**

A free appropriate public education for children with disabilities is facilitated through parent involvement in and access to knowledge about the special education process.

**Performance Indicators****PI.1**

Parents are involved in determining appropriate services for their children.

**PI.2**

Parents have access to information to assist them in participating in the special education process.

#### Description of Parent Involvement

ESS has several sources from which measurement of parent involvement in the special education process is obtained:

- Parent-related monitoring findings obtained from student file reviews, parent and staff surveys, and parent and staff interviews;
- Annual data submitted by 100% of the PEAs, which is derived from mandatory school surveys of parents of students with disabilities;
- Data regarding training and resources provided to parents through ADE/ESS contracted parent consultants; and
- Focus groups conducted statewide in 2004 as part of Arizona CIFMS self-assessment.

Parent participation in special education has been measured through the monitoring system since 1990. Forty-five days before a monitoring is to occur, ESS provides the PEA with parent surveys in both English and Spanish. (See Attachment 4.) The PEA is required to distribute the surveys and attached postage-paid envelopes to a representative number of parents of students with disabilities.

Additional parent information is gathered during monitoring through selected interviews to discuss the IEP process and parents' involvement. An integral part of ESS monitoring is classroom observations to determine if IEP goals, accommodations, and assistive technology are being implemented. As part of the observation process, monitors interview as many members of students' recent IEP teams as possible, including parents. While no individual responses are coded, monitors do make summative judgments about the authenticity of all team members' involvement in making decisions.

Arizona requires all PEAs to conduct an annual survey of parents of students with disabilities. While PEAs follow instructions for collecting, calculating, and analyzing their data to report on specific items, they are free to frame the survey questions in a manner considered to be most effective for their community. The results of this survey are reported to ADE/ESS at the same time and in the same manner as the OSEP required annual data (personnel, graduation, etc.).

Parent participation was included in the self-assessment conducted by ADE/ESS in conjunction with the Special Education Advisory Panel. (See GS.I for an explanation of that process.)

## Baseline/Trend Data

<b>PI.1 determination</b>	The Special Education Advisory Panel, through the CIFMS self-assessment, determined that Arizona's parent involvement in the special education process is fully functioning and approaching exemplary.
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### Monitoring

Table 5 represents trend data from monitoring findings for FY 2001–2004. Because each PEA is monitored once every six years, annual data does not represent statewide statistics. Each fiscal year has a different cohort of PEAs monitored; therefore, results fluctuate. These findings directly relate to identifying the level of parental involvement in determining appropriate services for children, which corresponds with Performance Indicator 1. The percentage reflects the total percentage determined in compliance of the total data points considered and is based on the numbers of parental surveys returned and sample files reviewed.

**Table 5: Line Item Monitoring Results Related to Parents' Participation**

Item Description	2001	2002	2003	2004
The MET/IEP team reviewed existing evaluation data, including information provided by the parents of the child. (34CFR §300.533(a)(1)(i))	78%	80%	87%	82%
A copy of the evaluation report, including the determination of eligibility, is given to the parents. (34CFR §300.534(a)(2))	96%	95%	97%	94%
All progress reports are submitted to parents at least as often as to parents of nondisabled children. (34CFR §300.347(a)(7)(i))	69%	74%	79%	77%
The current progress report indicates if progress is sufficient to meet goals. (34CFR §300.347(a)(7)(i)(B))	66%	67%	72%	77%
The procedural safeguards notice is provided to parents at the required times. (34CFR §300.504(a))	72%	76%	78%	85%
All required notices are provided in the native language of the parent. (34CFR §300.503(c))	88%	87%	89%	87%

The completion of corrective action plans for those PEAs having findings of noncompliance in the area of parent involvement during monitoring resulted in full compliance at the point the monitorings were closed out.

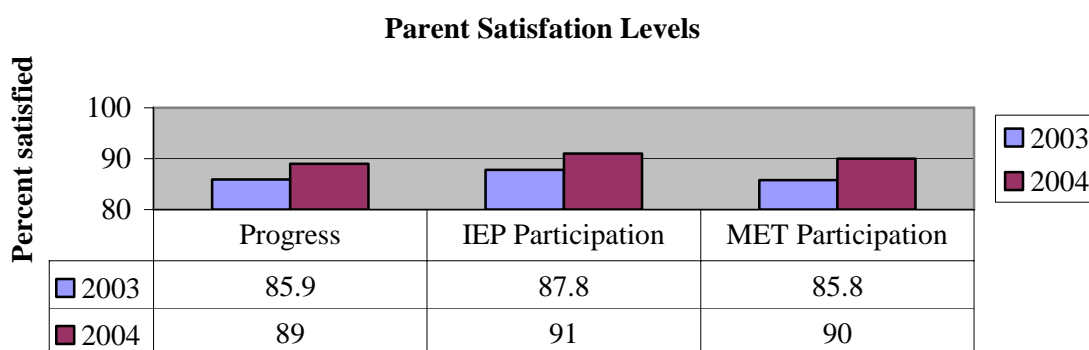
### Annual Data Collection

The data in Table 6 correspond to Performance Indicator 1, which measures parental involvement in determining appropriate services for the child. All PEAs are required to collect and submit this data as part of their Annual Data Collection reported to ESS. The data clearly indicate that parents feel they have the opportunity to participate in determinations regarding appropriate services for their children, and the vast majority of parents take advantage of that opportunity.



**Table 6: Results on State Performance Indicators for Parent Involvement**

<b>Performance Indicators</b>	<b>2003</b>	<b>2004</b>
Percentage of parents reporting their student is progressing satisfactorily toward IEP goals	85.9% (n=20,453)	89% (n=18,982)
Percentage of parents satisfied with their level of participation in the IEP process	87.8% (n=20,628)	91% (n=20,253)
Percentage of parents reporting active participation in the MET meeting	85.8% (n=19,779)	90% (n=20,318)

**Figure 13: Parent Satisfaction Levels from Annual Data Collection**

#### Arizona Self-Assessment

The CIFMS steering committee considered the following information:

- Multiyear monitoring data including evaluation team and IEP team participation and parent surveys and interviews;
- Results from parent surveys required of all public education agencies as part of their annual performance report; and
- Responses from participants in the statewide focus groups conducted as part of the self-assessment.

The steering committee concluded that parent participation was particularly strong in Arizona.

#### Description of Parent Information Dissemination Network

ADE/ESS has made extensive efforts to help parents access information and actively participate in their child's special education. Projects of long-standing include the following initiatives.

##### Arizona's Parent Information Network

ADE/ESS contracts with seven parent consultants, known as Parent Information Network Specialists (PINS), who work within their assigned regions with parents, educators, and service providers providing training, phone and on-site consultation. They develop or locate printed and video resources surrounding parent issues and maintain a library of material in their clearinghouse that includes more than 200 documents, available via PINS Clearinghouse order form, on the PINS Web site at [www.ade.az.gov/ess/pinspals](http://www.ade.az.gov/ess/pinspals), or on CDs.

The PINS annually target topical presentations to specific audiences based on the needs that are determined from training evaluation forms, phone calls, and consultation requests. They provide training to pre-service educators to encourage more proactive parent-school relationships. Both information and trainings are available in Spanish formats. A video lending library has been established for individual viewing or video workshops. Most of the printed documents and videos entail scientifically based research practices.

#### Enhancing Arizona's Parent Networks

ESS has furthered efforts to help parents access information and more actively participate in their children's educational experiences through community partners. In 2000, ESS joined forces with Arizona's two Parent Training Institutes to form a coalition of parent support organizations, Enhancing Arizona's Parent Networks (EAPN), whose primary aim is to provide information and training to parents of children with special needs. To coordinate the efforts of the EAPN, ESS funded a contractor to increase parents' access to information and training.

The EAPN now includes the provision of the first statewide website, which combines a training calendar and links to more than 50 EAPN parent support organizations and agencies. The listserve of these major organizations working with families has boosted parents' access to current "news flashes," training opportunities, and a wealth of resources previously not available. EAPN members are committed to ensuring that families have access to this information regardless of whether they have computer access.

#### Baseline/Trend Data

<b>PI.2 determination</b>	The Special Education Advisory Panel, through the CIFMS self-assessment, determined that Arizona's systems to support parent knowledge about special education are fully functioning. Parent awareness of the systems is not as extensive as the ADE/ESS, SEAP, and other support network participants expected.
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#### PINS Training and Resources

Statewide training by PINS has increased substantially since FY 1997. Table 7 demonstrates the increased efforts and successes of that project. This represents the provision of printed resources in both English and Spanish via mail, e-mail attachments, CDs, and packets of originals for duplication of the more than 200 documents in the Parent Information Network Clearinghouse. It does not include the Parent Information Network Video Lending Library, which offers more than 100 videos in English and Spanish that promote disability awareness and parental participation in their children's special education.

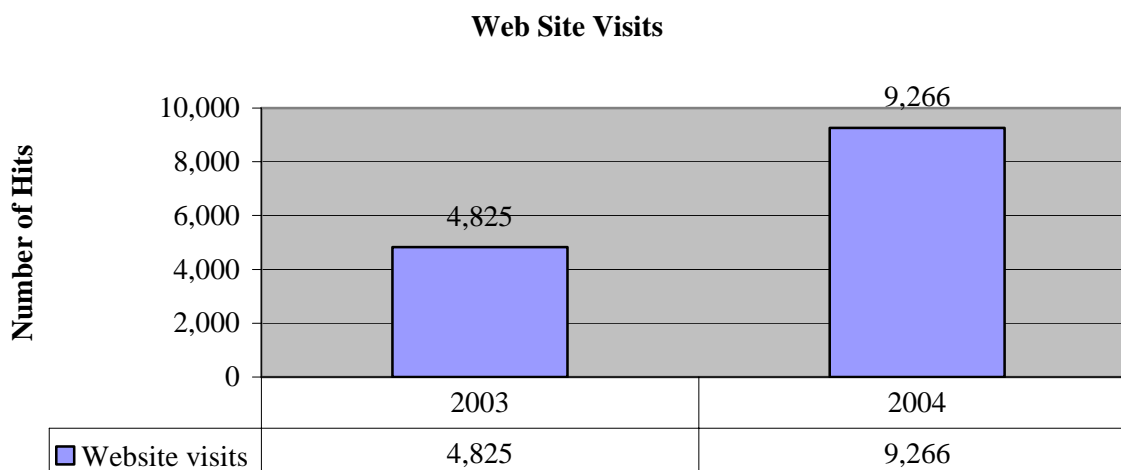
**Table 7: Data from PINS Depicting Increased Parental Participation**

<b>PINS Outcomes</b>	<b>FY '97</b>	<b>FY '98</b>	<b>FY '99</b>	<b>FY '00</b>	<b>FY '01</b>	<b>FY '02</b>	<b>FY '03</b>	<b>FY '04</b>
Presentations & Trainings	92	100	135	164	203	238	213	217
• Participants	1,082	855	1,649	2,890	3,586	4,994	3,830	6,751
On-Site Visits for TA	266	211	279	289	382	269	347	449
• Participants	978	1,327	1,510	1,921	2,787	3,915	3,241	5,946
Requests for Resources	1,095	2,011	1,618	951	2,323	1,114	1,034	939
• Number of Print Resources Provided	12,782	21,783	21,151	20,414	32,848	64,295	79,435	158,650

## EAPN Initiative

In the last two years, the number of organizations or agencies that have participated in the EAPN effort has increased from 46 to 53. The number of visitors to the EAPN website has doubled. Figure 13 compares the number of site visitors in 2003 and 2004. Most organizations and agencies featured on the website have pertinent links to disability-specific organizations as well as to newsletters. This further increases parental access to information and participation in alternate formats.

**Figure 14: Growth in Visits to EAPN Web Site**



## 2004 Targets

PI.1: Improve compliance in areas related to parent participation that fell below 80 % by 2%. Maintain in other areas.

PI.2: Establish a baseline through PALS to measure growth in parent partnerships with PEAs.

PI.3: Improve the reporting of outcomes from parent-oriented capacity building grants.

PI.4: Establish a collection of a common data set in conjunction with EAPN members.

PI.5: Maintain the high level of training through the PINS network.

## Explanation of Progress or Slippage

### Compliance with Parent Participation Requirements

In 2003, there were three areas included in the ADE/ESS monitoring system related to parent participation that fell below 75% compliance in the PEAs monitored that year. Prior to these monitorings being closed out, 100% compliance is achieved. However, through training and technical assistance, ADE/ESS expects for the general trends in monitoring to improve each year even though the agencies being monitored differ from one year to the next. In that regard, Arizona has met its target to improve each of these areas by 2 % for two of the items and fell short in the third. There was a moderate slippage in the dissemination of progress reports at least as often as to other parents largely because some schools elect to provide biweekly progress reports that are viewed as “unofficial” by teachers, and therefore, they

did not document the provision of biweekly progress reports on IEP goals.

The inclusion of information related to the sufficiency of progress did improve well beyond the two percent anticipated as did the distribution of procedural safeguards at appropriate times. Ongoing training and written guidance on procedural safeguards has resulted in slow but steady growth over the last four years. Statutory changes may significantly and positively impact this aspect of monitoring. Technical assistance to schools in the development of appropriate forms for reporting student progress has facilitated improvement in this area.

#### Measurement of the Impact of Services to Parents

In an effort to build capacity for parent groups participating in EAPN as well as the ADE/ESS-sponsored PALS and PINS, the state facilitated a workshop with Mark Friedman on authentic data collection and analysis for program improvement. Simultaneously, the CIFMS self-assessment focus groups reported that there was outstanding information available to parents but there was an issue with the rank-and-file parent knowing about that availability. Both of these efforts resulted in a decision to refocus attention on developing a common marketing strategy around the availability of information for parents of students with disabilities in order to provide right-there, right-on-time access.

#### PINS Training and Technical Assistance

Arizona met its target to maintain the high level of PINS training opportunities. Indeed, the PINS exceeded the target by close to 100% in some instances. The number of people who participated in trainings as well as the number of on-site technical assistance opportunities and the number of print resources distributed were particularly impressive.

#### 2005 Projected Targets

PI.1: Improve compliance in areas related to parent participation that fell below 80 % by 2%. Maintain in other areas.

PI.2: Establish a baseline related to the impact of PINS training, consultation and information dissemination.

#### Activities, Timelines & Resources

- 1.1. Fall 2004—Provide support to PEAs to purchase and utilize automated systems to facilitate compliance with procedural requirements.
- 1.2. Fall 2004—Sponsor training session for PINS on designing authentic qualitative evaluation methods to measure increasing parental participation and/or knowledge.
- 1.3. Fall 2004—Consult with the Marketing Department at Arizona State University to develop a branding slogan and marketing strategy to use with all EAPN groups to improve parents' knowledge regarding access to information on special education and disabilities.
- 1.4. Winter 2005—Develop and implement a system of feedback on the impact of training and technical assistance provided by the PINS for parents and staff or others who may impact parents.
- 1.5. Spring–Summer 2005—Analyze results of the feedback system, identify necessary improvements, and adjust training and technical assistance procedures in response to the feedback.

**Goal Alignment**

The goal for this cluster has no counterpart as the state has no goals related to the involvement of parents of student without disabilities.

## Cluster IV: FAPE in the LRE

### Question

Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

### State Goal

Arizona ensures that all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

## Cluster IV: FAPE in the LRE — Disproportionality

### BF.I Question

Does the state review data to determine if significant disproportionality in identification, eligibility category, or placement is occurring; and if it identifies significant disproportionality, does the state review and, as appropriate, revise policies, procedures, and practices?

### State Goal

Arizona will review data at the state and local level to determine if significant disproportionality in identification, eligibility category, or placement is occurring and, if so, will review policies, procedures, and practices to ensure FAPE in the LRE is available to all children with disabilities in the state.

Performance Indicators	
<b>BF.I.1</b>	The state examines data submitted to OSEP in the Annual Report of Children Served to determine potential disproportionality by ethnicity, disability, and placement.
<b>BF.I.2</b>	In those instances where the risk ratio (or weighted risk ratio, as appropriate) suggests significant disproportionality, the state examines policies, procedures, and practices at the state and local levels.
<b>BF.I.3</b>	If policies, procedures, or practices are identified as contributing to the disproportionality, the state ensures revision of such policies, procedures, or practices.

### Description of the data examination

In analyzing data from the 2003-2004 school year, Arizona elected to use the electronic spreadsheet provided by Westat to analyze ethnicity by disability and placement as reported on the OSEP Annual Report for FY 2004. See Attachment 2 for statewide results.

In making a determination of “significant disproportionality”, the state considered statewide test results of the general population for each ethnic group. This review identified the groups that are, for the most part, performing at or near the “meets the standard” criteria set by the state. Arizona then factored in the dropout rates for each ethnic group, both for all students and for high school students. It was determined that Asian students and White students were exceeding the state average on each of these measures and are not being negatively impacted by under identification (for Asian students) or over identification (for White students); therefore, these ethnic groups were determined not to be a focus of further investigation.

Following this analysis, it was clear that local agency-level information was necessary in order to

determine where the statewide over/under identification of specific ethnic groups was occurring. Using the weighted risk ratios generated by the Westat spreadsheet, the state rank ordered the PEAs for each suspect ethnic group by disability and placement. In looking at the PEAs and their weighted risk ratios, the state determined a weighted risk ratio of 1.25 or greater OR .80 or less could be considered as significant disproportionality. However, considering the state has over 600 PEAs, when all categories of disability and ethnicity were included, there were far more PEAs on the list than the state had the personnel and resources to manage. Therefore, a scoring system that attributed one point for every over/under identification was used to determine those PEAs at greatest risk for having policies, procedures, and practices that might lead to inappropriate identification/non-identification.

Upon review of the data, it was apparent that the weighted risk ratios for PEAs with less than 10 students in a cell were significantly skewed; therefore, small schools were eliminated from consideration for the appropriate cell. The state then looked at the over/under identification rates within ethnicity groups and between disabilities to identify potential misclassification because of ethnicity. For example, under identification in Specific Learning Disabilities (SLD) for Hispanic students and a concurrent over identification of Hispanic students as having Mental Retardation (MR) suggests that evaluation and eligibility determination processes need to be investigated for cultural/racial bias.

### Baseline/Trend Data

<b>BF.I.1 Determination</b>	Arizona has examined data related to potential disproportionality by ethnicity, disability, and placement.
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### Disability by Ethnicity

The use of the Westat spreadsheet for 2004 data yielded somewhat different results from the data analysis used in 2003 for the Annual Performance Report; however, with just a few exceptions, the general trends were the same as the previous year. In interpreting Table 8, it is essential to understand that the calculations were done very differently but the results can be compared if one considers the consistency of over/under identification. For 2003, over/under identification was considered to be present if there were a .20 difference between the expected rate and the actual rate. For 2004, over/under identification was considered to be present if there were a Risk Ratio of greater than 1.25 or less than .80 of the expected rate. The information reported in the table indicates the consistency of over/under identification between years, not the actual rates.

**Table 8: Statewide Comparison of Analysis Outcomes for Disability by Ethnicity**

Disability	American Indian		Asian/Pacific Islander		Black (Not Hispanic)		Hispanic		White (Not Hispanic)	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
MR	Over	Over	Under	Under	Over	Over	Within	Within	Within	Within
SLD	Over	Over	Under	Under	Within	Within	Within	Within	Within	Within
ED	Under	<b>Within</b>	Under	Under	Over	Over	Under	Under	Over	Over
SLI	Within	Within	Under	Under	Within	Within	Within	Within	Within	Within
OHI	Under	Under	Under	Under	Within	<b>Over</b>	Under	Under	Over	Over
A	Under	Under	Over	Over	Over	Over	Under	Under	Over	Over

For example, the 2003 report identified American Indian students as over identified in the categories of mental retardation and specific learning disabilities. These same categories were over identified in 2004 with the Westat formula. The 2003/2004 trends were the same for Hispanic, Asian and White students.

However, for Black students, the Westat formula yielded more over identification of disability categories in 2004.

Following the procedures outlined in the description section above, the state identified sixteen school districts for in-depth study in the area of disability by ethnicity during the 2004-2005 school year. The PEAs' weighted risk ratios (WRR) are reported in Table 9. Eight of these PEAs also had at least one incidence of over/under identification **within** an ethnic group and **between** disability groups in categories that might suggest inappropriate identification procedures. Of particular concern were the following pairs:

- Over identification of MR students paired with under identification of SLD students, and;
- Over identification of ED students paired with under identification of SLD or OHI students.

These PEAs and the category(s) are indicated by bolded numbers in the appropriate cells.



**Table 9: PEAs with Significant Weighted Risk Ratios**

PEA	SLD Native American	MR Native American	ED Native American	OHI Native American	SLD Black	MR Black	ED Black	OHI Black	SLD Hispanic	MR Hispanic	ED Hispanic	OHI Hispanic
4208	5.21	<i>.60</i>					<i>.09</i>		2.33			
<b>4235</b>	2.76				5.07	1.98		2.56			<b>2.56</b>	<b>.26</b>
4240	2.44									<i>.46</i>	1.83	
<b>4241</b>	<b>1.46</b>	<b>.74</b>			<b>.71</b>	<b>2.12</b>			<i>.55</i>		<b>3.46</b>	<b>.69</b>
<b>4242</b>	1.92			2.25			7.72		<b>.74</b>	<b>1.64</b>		<i>.35</i>
4243	1.83				2.11	<i>.67</i>			4.65	1.48	<i>.15</i>	
<b>4246</b>	<i>.19</i>				1.89	1.71	10.87		2.98		<b>1.60</b>	<b>.69</b>
<b>4267</b>	<i>.36</i>				<b>.45</b>	<b>2.05</b>		2.12	<b>.07</b>	<b>1.63</b>		
4268	7.75				2.26				1.33			<i>.54</i>
<b>4287</b>	2.72					1.71			<b>.28</b>	<b>1.26</b>		
4288									1.78	1.97		
4378	<i>.04</i>								2.76	<i>.71</i>	<i>.46</i>	
4403	2.16	1.60				1.49	<i>.03</i>	1.26	1.78			<i>.43</i>
<b>4442</b>	14.04				3.50				<b>.73</b>	<b>1.66</b>	<i>.13</i>	
4500	10.95				<i>.72</i>				1.76	11.27		1.25
<b>4501</b>									<b>.36</b>	<b>1.42</b>	<i>.06</i>	

Note: Weighted Risk Ratios in *italic* represents under identification

## Placement by Ethnicity

Using the Westat spreadsheet, the analysis of 2004 data related to placement by ethnicity in Arizona indicated that, at the state level, only one group of students is in more restrictive settings than would be expected. Black students continue to be placed in self-contained classes or separate facilities at a significantly higher rate than other ethnic groups. This pattern is evident in data from 2003 and 2004 and mirrors the national data. See Attachment 2 for all placements by ethnicity information.

As the Westat spreadsheet indicated a potential systemic problem in this one area only, the state decided to drill down into the data at the PEA level for black students placed in self-contained classrooms or separate facilities. The state elected to use the same criteria for “significant disproportionality” in this analysis as it had used in the disability by ethnicity analysis. Using the 1.25 weighted risk ratio standard, eighteen PEAs had Black students placed in self-contained or separate facilities more frequently than would have been expected under the formula. Eight PEAs exceeded the 1.25 WWR in both placement options. Table 10 reports the PEAs’ weighted risk ratios for Black students in both settings.

**Table 10: WRR for Restrictive LRE Placements for Black Students**

PEA	Black >60%	Black Separate	PEA	Black >60%	Black Separate
4280		1.50	4281	1.33	3.94
4406	1.31	1.97	4270	1.50	
4268	1.93		4256		1.65
4446	1.60	2.45	4279		1.26
4442	1.35		4287	1.44	
4282		1.86	4264	1.92	5.01
4437	1.67		4288		2.82
4239	1.32		4403		1.81
4258	1.79		4260		1.53

## Description of the Review of Policies, Procedures, and Practices at the State and Local Levels.

The policies, procedures, statutes, and rules of the State of Arizona have been reviewed by the U.S. Department of Education, Office of Special Education Programs and have been determined to provide appropriate guidance to the state in the implementation of the Individuals with Disabilities Education Act, including the requirements for evaluation, eligibility, and placement in the least restrictive environment.

Arizona Administrative Code (AAC) requires that each public agency develop and implement policies and procedures that meet “the requirements of the IDEA and regulations and state statutes and State Board of Education rules.” The policies must be officially adopted by each respective governing body (school board or charter board) and must be submitted to the Arizona Department of Education, Exceptional Student Services (ADE/ESS) for review. Any policy or procedure that does not comply with statutory or regulatory requirements related to students with disabilities must be revised prior to the PEA being eligible for IDEA Part B funds. In addition, charter schools are subject to the revocation of their charter if they are unable or unwilling to establish such policies.

The policies and procedures must contain specific information related to the evaluation, eligibility determination, and placement in the least restrictive environment of students with disabilities including the requirements of 34 CFR §§300.530-300.554. Revisions to such policies and procedures must be

submitted to the ADE/ESS to ensure continuing compliance. The ADE/ESS reviews such revisions as necessary and as part of the general monitoring cycle for all education agencies.

These requirements of the state are sufficient to ensure that all public education agencies have written policies and procedures that support nondiscriminatory determinations of disability and placement of students with disabilities. The Arizona Administrative Code also requires that such policies and procedures be made available to appropriate personnel, including parents. This requirement is monitored during the established monitoring cycle and failure to have implemented the requirement is considered so significant that it must be corrected within 45 days of the exit conference.

Thus, any potential disproportionate representation of ethnic groups in a disability category or placement is not the result of state or local policies or procedures. Investigation of such disproportionality must focus on practice within a PEA.

### **Baseline/Trend Data**

<b>BF.I.2 Determination</b>	Where potential significant disproportionality is identified, the state reviews policies and procedures at the state and local levels and initiates a process of self-evaluation for those public education agencies identified as having potential disproportionality.
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ADE/ESS has not identified any state practice that would lead to the over or under identification of any ethnic group of students with disabilities or the placement of any group into a more restrictive environment once identified. On the contrary, the ADE/ESS supports with Part B funds multiple initiatives to encourage appropriate procedures including:

- Graduate level coursework in appropriate evaluation strategies through SELECT (described elsewhere in this document);
- Capacity building grants to facilitate the development of less restrictive options for students who would otherwise require private or out-of-district placement;
- Capacity building grants to support PEAs in the investigation of the causes of disproportionate representation of specific ethnic groups identified as students with disabilities within the PEA;
- Assistive technology training and technical assistance opportunities that support students in less restrictive settings;
- The Arizona Behavioral Initiative (ABI) to support students with challenging behaviors in their local school, and;
- The Arizona High Achievement for All (AHAA) project designed to provide teachers, both regular and special education, with the knowledge and skills to support successful experiences within the regular education classroom for students with disabilities.

The state investigates the practices of public education agencies through the cyclical monitoring process described in the first section of this report. Compliance issues that have the potential to impact disproportionality in identification or placement are integral to the monitoring process. If noncompliant practices are identified, the PEA is required to develop and implement a corrective action plan and submit proof of systemic change to the ADE/ESS prior to the monitoring being closed.

Therefore, if a PEA continues to have disproportionate numbers of students in a particular group, the issues for the PEA are more complex than appropriate policies, procedures, and compliance with regulatory requirements. The ADE/ESS is working to assist PEAs to review, analyze, and understand potential root causes so that they might address them in a manner appropriate to their individual school community.

## **2004 Targets**

BF.I.1: Incorporate placement by ethnicity in the work of the disproportionality workgroup.

BF.I.2: Continue development of disproportionality workgroup by expanding membership to form subgroups addressing each identified strategy.

## **Explanation of Progress or Slippage**

Following the analysis of disproportionality for the 2002 Biennial Performance Report, the ADE/ESS invited external constituents to join with the department to develop a procedure the PEAs could use as a self-study tool, with or without the support of the ADE. The workgroup that emerged from this invitation consisted of:

- Special education administrators with identified disproportionality within their PEAs;
- Special education administrators with no significant disproportionality within their PEAs;
- Special education administrators from charter schools;
- Parents of children with disabilities;
- School psychologists;
- A representative from the Protection and Advocacy agency;
- A tribal Head Start special educator.

The group reviewed disproportionality data provided by the ADE/ESS, researched the nationwide issues surrounding disproportionality and ethnicity, and developed an action plan to move the state forward in addressing the issues. Two significant outcomes from the workgroup were:

- A Data Review Form to assist PEAs in determining potential root causes for disproportionate numbers in special education, and;
- The specifications for a capacity building grant for a small number of schools to facilitate an in-depth investigation of the issues in their specific community, resulting in further guidance to the workgroup regarding workable and effective procedures to reduce disproportionate numbers.

The Data Review Form provides guidance to PEAs in the following areas:

- Understanding their own data for both over and under identification;
- Identifying unique characteristics of their community/agency that may contribute to over and under identification;
- Examining mobility and transfer issues to highlight strengths or weakness of specific programs that might impact over or under identification;
- Determining the cognitive, academic, and behavioral measures used to evaluate students for special education;
- Evaluating these measures to determine their appropriateness for the specific ethnic groups that constitute the PEA profile;
- Considering the numbers and levels of expertise of evaluation personnel and training opportunities provided to such personnel;
- Examining agency-wide training on cultural awareness, implications of poverty for teaching and assessment to personnel involved in pre-referral, referral, evaluation, and placement decisions, and;
- Drawing conclusions and planning for future actions to address any shortcomings of the agency.

The Data Review Form was distributed as a self-study document to the special education directors of the PEAs identified with disproportionate numbers in 2003. The form was also used as an integral requirement for the PEAs that were awarded a capacity building grant to study disproportionality in their agency.

In 2004, two school districts successfully submitted and were awarded a disproportionality capacity building grant. One district is located in metropolitan Phoenix with a widely diverse ethnic and socioeconomic mix. The other district is located in rural Arizona in a predominately White community, but also serves a large Native American population. The grants required an interdisciplinary team from each district to participate in a workshop pertaining to analysis of their disproportionality data and use of the Data Review Form, and to the study of various approaches to targeting issues surrounding disproportionality. Additionally, each district was required to use the Data Review Form to investigate causes of their disproportionate numbers; develop and implement a local plan of action; and, report to the ADE/ESS the success and shortcomings of their action plan through the first year of the grant.

It should be noted that the primary emphasis of the disproportionality workgroup during its first year was on disproportionality in the area of disability by ethnicity. While the workgroup considered the placement data, it was not considered as significant an issue as the disability issue. The group will undertake work on disproportionality in placement during the 2005-2006 school year.

### **2005 Projected Targets**

BF.I.1: Identify potential significant instances of disproportionality in identification, eligibility category, and placement.

BF.I.2: Support a self-study process within the identified PEAs to identify any practices that may be contributing to the disproportionality.

BF.I.3: Provide technical assistance to PEAs that have identified practices in need of amending to ensure appropriate identification, eligibility determination, and LRE placements.

### **Activities, Timelines & Resources**

I.1.1: Summer 2004 — Award capacity building grants for the study of disproportionality by disability.

I.1.2: Fall 2004 — Conduct workshop and develop action plans for grant recipients.

I.1.3: Winter 2005 — Analyze 2004 data relative to disability, ethnicity, and placement.

I.2.1: Spring 2005 — Distribute the Data Review Form to PEAs identified with significant disproportionate numbers within selected populations and require submission of the form to the ADE/ESS by June 30, 2005.

I.2.2: Summer 2005 — Develop a comparable form that focuses on disproportionate placement for distribution in Fall 2005.

I.3.1: Summer 2005 — Revise ADE/ESS monitoring system to include an outcome focus for student reading achievement that addresses, among other issues, LRE options.

## Cluster IV: FAPE in the LRE — Graduation and Dropout Rates

### **BF.IV Question**

Are high school graduation rates and dropout rates for students with disabilities comparable to the graduation rates and dropout rates for nondisabled students?

### **State Goal**

The graduation and dropout rates for students with disabilities will be the same as (or better than) the rates for students without disabilities. \*

<b>Performance Indicator</b>	
<b>BF.IV.1</b>	The graduation rate for students with disabilities is equal to or better than the graduation rate for all students in Arizona.
<b>BF.IV.2</b>	The dropout rate for students with disabilities is equal to or less than the dropout rate for all students in Arizona.

### **Description of Graduation Rate Studies**

Arizona has traditionally used a stand-alone process to determine the graduation rate of students enrolled in high school. The study uses a five-year cohort model to identify graduation status. The five-year rate is expressed as a percentage of the class membership and reflects the proportion of the cohort class of a certain year that receives a high school diploma by their fifth year Spring commencement. This proportion is calculated using the total number of students who graduated within four years, as well as those who returned for a fifth year and graduated.

The stand-alone study captures separate rates by ethnic groups and gender but does not capture any other sub-group rates. The requirements of No Child Left Behind and the IDEA cannot be met using this study; therefore the ADE has elected to transition the graduation study to a system that uses data extracted from the Student Accountability Information System (SAIS). As the state has elected to continue the cohort approach to the graduation rate, the SAIS must be in full operation for the length of the cohort before an initial graduation rate can be extracted. This timeline will be met for collecting graduation rates with the graduating class of 2007.

Beginning in FY 2008, Arizona will be able to report comparable graduation statistics for students with and without disabilities and will be able to disaggregate within ethnicities and disabilities to determine groups in critical need of attention. Until that time, the state will continue to report on the graduation rate of students with disabilities as calculated from the OSEP Exiting Tables.

The formula that will be used until FY 2008 is:

Graduation rate =

$$\frac{\# \text{ Children ages 14–21 who graduated}}{\# \text{ Children ages 14–21 who graduated with a diploma} + \text{dropped out} + \text{died} + \text{reached maximum age}} \\ \text{(from OSEP Exiting Tables)}$$

### **Description of Dropout Rate Studies**

Arizona uses an “event rate” to calculate dropout statistics for all students. Dropout rates are calculated

for grades 8 through 12 and are based on a calendar year that runs from the first day of summer recess through the last day of school in the spring. The dropout rate is figured by comparing a school's total entries during a specific school year to the dropouts during that same period. It is important to note that this particular study produces a "snapshot" of Arizona dropout activity, in that it provides information only on students who drop out and fail to return during one school year. Students who drop out during one academic year and return in a subsequent year to complete their high school education are still counted as dropouts within the present formula.

The Arizona dropout study, as reported publicly, is a stand-alone study and can not separate out students with disabilities as a subgroup. However, because the dropout rate calculation is based on a single year event, a comparison of students with and without disabilities can be extracted from SAIS for FY 2004. At the request of ADE/ESS, the ADE Research and Policy (R&D) Division extracted the population of students in grades 8 through 12 by gender. From this population, students were sorted into "non-special education" or "special education". The dropout status of students was determined based on the criteria described above.

### Baseline/Trend Data

<b>BF.III determination</b>	Arizona did not meet its targets designed to increase graduation rates for students with disabilities.
	Arizona's dropout rate for students with disabilities is lower than the dropout rate for students without disabilities.

### Graduation Rates

The graduation rates of Arizona students with disabilities declined for FY 2004. Table 11 reveals the 4-year trend across disability groups as calculated from OSEP Exit tables.

**Table 11: Graduation Rates for Arizona Students with Disabilities**

<b>Graduation Rates for SWD by Disability</b>				
<b>Disability</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
A	90.00%	83.33%	86.36%	66.6%
DB	75.00%	55.56%	50.00%	0%
ED	40.10%	45.45%	47.44%	50.2%
HI	76.19%	88.76%	86.46%	85.5%
MD	58.59%	56.36%	53.85%	50.5%
MR	63.59%	60.83%	60.23%	59.2%
OI	82.14%	63.16%	84.00%	84.2%
OHI	70.13%	72.94%	81.10%	70.5%
SLD	59.96%	66.86%	71.82%	64.4%
SLI	61.90%	59.43%	63.46%	77.2%
TBI	73.68%	89.47%	69.23%	76.0%
VI	86.49%	72.97%	93.33%	89.7%
<b>ALL</b>	<b>59.52%</b>	<b>64.77%</b>	<b>69.34%</b>	<b>63.5%</b>

While the FY 2004 graduation rates for students with disabilities declined, Arizona's rate remains close to the national average as indicated by the state-by-state rankings on the OSEP website.

## Dropout Rates

As noted above, Arizona is able to calculate a comparative dropout rate for students in grades 8-12 with and without disabilities for the first time in FY 2004. Table 12 reports the rates as extracted from the population of students from the SAIS enrollment/dropout data during the 2003-2004 school year.

**Table 12: Comparison of Dropout Rates for Students with/without Disabilities for FY 2004**

Grade	Gender	Non-special education percentage	Special education percentage
8	Male	2.0	1.9
	Female	1.6	1.1
9	Male	6.2	5.2
	Female	5.5	4.1
10	Male	7.7	6.8
	Female	6.6	7.1
11	Male	8.2	7.5
	Female	6.9	5.5
12	Male	10.9	6.2
	Female	8.1	6.4
Total (n=434,912)	Male	7.0	5.3
	Female	5.7	4.8

## 2004 Targets

BF.III.1: Develop a system to compare graduation rates

BF.III.2: Maintain graduation rates at or above 70.5%.

BF.III.3: Maintain dropout rates at or below 10%.

BF.III.4: Improve graduation rates for children with emotional disturbance and multiple disabilities by 2%.

## Explanation of Progress or Slippage

Arizona has determined that the graduation study will be converted to use data extracted from SAIS so that all sub-group information can be extracted from the same source used to calculate overall state rates. However, as the SAIS did not begin to collect student level data until 2003, graduation rates will not be available until FY 2008.

The graduation rate of students with disabilities that is based on the OSEP Exit Tables indicates that the percentage of students who exited the system by graduating declined between FY 2003 to FY 2004. For some of the categories of disability with extremely small numbers (such as Deaf-Blind and Traumatic Brain Injury) a very small shift in raw numbers caused a large shift in percentage. For other categories with a downward trend, it is necessary to look for other possible explanations.

In Arizona, beginning with the graduating class of 2006, students must pass (at the “meets” level) all components of the Arizona Instrument to Measure Standards (AIMS) high school test. The students who were sophomores during the 2003-2004 school year are the first class that has to meet this requirement in



order to obtain a regular high school diploma. Arizona has no alternate diploma option.

ADE/ESS believes that the impact of this requirement had a significant effect on the dropout rate for students with disabilities last year, thus pushing the graduation rate downward. Previously, IEP teams were charged with determining graduation requirements (including appropriate coursework and level/score on AIMS) for students with disabilities. The combination of the virtual elimination of instructional-level assessment and the requirement to pass the on-grade-level test was viewed by some students and parents as essentially eliminating the opportunity for a diploma. The increased enrollment rate of students with disabilities in adult education programs leading to a General Education Diploma (GED) supports this presumption.

The state did meet the target to increase the graduation rate of students with an emotional disability as the rate increased from 47.44% to 50.2%. It did not meet its target for students with multiple disabilities.

### **2005 Projected Targets**

BF.III.1: Increase the state graduation rate for students with disabilities as reported in the OSEP Exit Tables to 70.5%.

BF.III.2: Maintain the dropout rate of students with disabilities at rates equal to (or lower than) the rate for students without disabilities.

### **Activities, Timelines & Resources**

1.1: Fall 2004 — Continue discussions with ADE/MIS and Research and Policy (R&P) regarding graduation and dropout study enhancements.

1.2: Winter 2004 — Submit request to ADE/MIS and R & P to begin extraction of dropout data for comparison of students with and without disabilities.

1.3: Winter 2005 — Request an opinion from the Arizona Office of the Attorney General regarding the statutory requirement for students with disabilities to “pass” the AIMS in order to receive a regular high school diploma.

1.4: Spring 2005 — Rank order PEAs according to dropout rates of students with disabilities and publish the results.

1.5: Summer 2005 — Develop technical assistance mechanism for PEAs with high dropout rates for students with disabilities.

## Cluster IV: FAPE in the LRE — Suspension/Expulsion

<b>BF.III Question</b> Are suspension and expulsion rates for children with disabilities comparable between public education agencies serving children with disabilities within the state?	
<b>State Goal</b> Arizona's suspension/expulsion rate for students with disabilities will decline. *	
<b>Performance Indicator</b>	
<b>BF.III</b>	The number of public education agencies with suspension rates over 10% of their special education population will be reduced over time.

### Description of Suspension/Expulsion Data Examination

Arizona uses a comparison of the suspension/expulsion rates of students with disabilities among PEAs within the state as the method to analyze suspension/expulsion data. Arizona used the suspension and expulsion information from the OSEP-required annual data report to rank order and analyze the data submitted by each PEA in the state.

The provisions of 34 CFR §300.146 (b) requires the state to review and, if necessary, revise any policy, procedure, or practice that violates the requirements of the IDEA related to the suspension or expulsion of students with disabilities. The policies, procedures, statutes, and rules of the State of Arizona have been reviewed by the U.S. Department of Education, Office of Special Education Programs and have been determined to provide appropriate guidance to the PEAs in the implementation of the Individuals with Disabilities Education Act, including the requirements related to suspensions and expulsions. No revisions are necessary under the IDEA '97 amendments.

The provisions of 34 CFR §300.146 (b) also requires the state to review and, if necessary, ensure the revision of any PEA policy, procedure, or practice that violates the requirements of the IDEA related to the suspension or expulsion of students with disabilities. Arizona Administrative Code (AAC) requires that each public agency develop and implement policies and procedures that meet "the requirements of the IDEA and regulations and state statutes and State Board of Education rules." The policies must be officially adopted by each respective governing body (school board or charter board) and must be submitted to the Arizona Department of Education, Exceptional Student Services (ADE/ESS) for review. Any policy or procedure that does not comply with statutory or regulatory requirements related to students with disabilities must be revised prior to the PEA being eligible for IDEA Part B funds. In addition, charter schools are subject to the revocation of their charter if they are unable or unwilling to establish such policies.

The policies and procedures must contain specific information related to the development of appropriate individualized education programs (IEPs), procedures to be followed during any disciplinary determination, and the procedural safeguards afforded children with disabilities and their parents. Revisions to such policies and procedures must be submitted to the ADE/ESS to ensure continuing compliance. The ADE/ESS reviews such revisions as necessary and as part of the general monitoring cycle for all education agencies.

These requirements of the state are sufficient to ensure that all public education agencies have written policies and procedures that support compliance with the IDEA requirements related to disciplinary

action (including suspension or expulsion). The Arizona Administrative Code also requires that such policies and procedures be made available to appropriate personnel, including parents. It also requires that all school-based staff involved in the disciplinary process review the policies and procedures related to suspension/expulsion on an annual basis and that the PEA maintain documentation of that review. These requirements are monitored during the established monitoring cycle and failure to have implemented the requirements is considered so significant that it must be corrected within 45 days of the exit conference.

### Baseline/Trend Data

<b>BF.III determination</b>	Arizona's continuing review of policies, procedures, and practices at the state and local levels and subsequent technical assistance and training is resulting in a steady decrease in the number of public education agencies with suspension/expulsion rates >10%.
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At the time of the 2001 Biennial Report to OSEP, Arizona had 39 PEAs with suspension rates over 10%. The state elected to use the 10% number as the “trigger” for intervention because it felt that it could realistically impact this number of agencies with existing resources. In addition, the distribution of scores below 10% was very tight and offered no logical cut point.

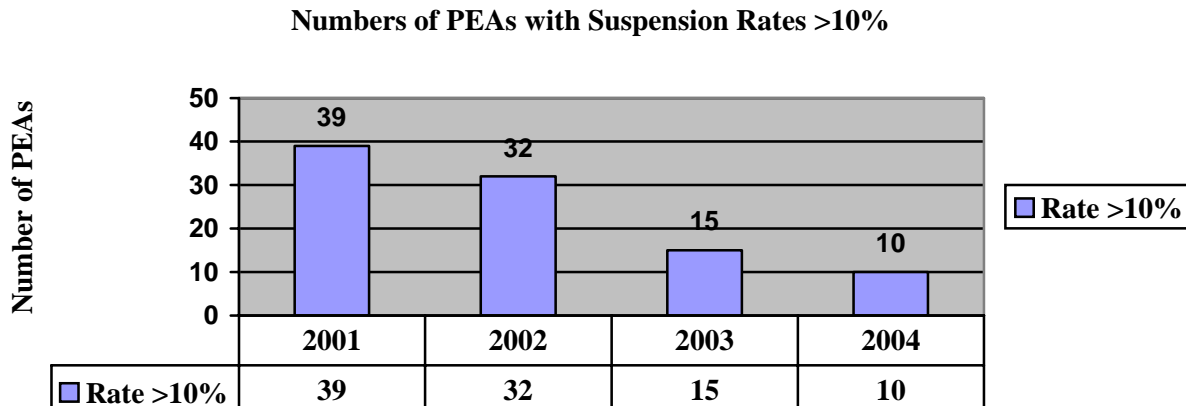
The 2003 Annual Performance Report showed a substantial decrease in the numbers of PEAs with suspension rates exceeding 10%. The decrease was attributed to the public sharing of data and subsequent workshops on data collection, ADE/ESS sponsored school-wide behavioral initiatives, and increased emphasis on counseling services.

Following the submission by the PEAs of the 2004 annual data, ADE/ESS staff rank ordered 538 agencies by percent of students with disabilities suspended/expelled for more than 10 school days during the 2003-2004 school year. Ten PEAs fell into the group with suspension rates exceeding 10% of their special education population. The rates ranged from 12.5% to 100%. (Note: the school with 100% suspension rate enrolled only one special education student.) Six of the PEAs were charter schools and four were school districts. None of the PEAs were on the >10% list for the second year.

The average state suspension rate for 2004 was 2.8% of the students with disabilities, however 420 — or 78% — of the PEAs suspended NO students with disabilities during the 2003-2004 school year. Eight of the fifteen agencies that appeared on the >10% list in 2003 reported no suspensions for 2004.

Figure 15 demonstrates the decline in numbers of PEAs with suspension rates greater than 10% of their students with disabilities.

**Figure 15: Suspension Rates**



### 2004 Target

BF.III: Reduce suspension rates in PEAs with high suspension numbers

### Explanation of Progress or Slippage

Following the analysis of the 2003 suspension/expulsion data, ESS contacted the PEAs with rates >10% and offered technical assistance on both data collection/reporting and school-wide behavioral supports. The PEAs were encouraged, but not required, to participate in the Arizona Behavioral Initiative (ABI). ESS specialists provided one-on-one assistance to the identified agencies. Assistance took a variety of forms that included:

- A review of the PEAs' policies, procedures, and practices to ensure compliance with IDEA, including those policies and procedures related to the development and implementation of individualized education programs, the use of behavioral interventions, and procedural safeguards;
- Reviewing the distribution of the policies and procedures related to discipline to all school-based staff involved in the disciplinary process (a requirement of the Arizona Administrative Code);
- Training on appropriate disciplinary steps and positive behavioral supports; and
- Accurate recording and reporting of suspension data.

Once again, the number of PEAs with rates greater than 10% declined significantly. The impact of the ESS efforts is clear since 14 out of the 15 agencies (with rates >10% in FY 2003) reduced their rate to <10% and 8 dropped their rate to zero in FY 2004.

Improvement can be attributed both to the ESS technical assistance efforts and to the clarification of "suspension" through a rule change that inserted a definition of suspension. The new rule states:

"Suspension means a disciplinary removal from a child's current placement that results in a failure to provide services to the extent necessary to enable the child to progress appropriately in the general curriculum and advance toward achieving the goals set out in the child's IEP. The term does not include disciplinary actions or changes in placement through the IEP process if the child continues to receive the services described above. The term does include actions such as "in-school" and "going home for the rest of the day" removals if the child does not receive the services described above."

This rule change was requested by PEAs in order to ensure that the disciplinary information submitted (and subsequently published) to ADE/ESS compared “apples-to-apples.”

### **2005 Projected Target**

BF.III: Reduce the suspension rates in targeted PEAs with high suspension rates

For 2005, ESS will target all PEAs with suspension rates over 10% of their special education population and all PEAs with suspension rates over the 2004 state average of 2.8% when the number of suspended students exceeds two.

### **Activities, Timelines & Resources**

- 1.1. Fall 2004 — Collect and verify all suspension/expulsion data.
- 1.2. Winter 2004 — Rank order and analyze suspension data from all PEAs.
- 1.3. Spring 2005 — Develop and distribute to the identified PEAs a mandatory inquiry into their specific practices regarding policies and procedures, training, school-wide supports.
- 1.4. Summer 2005 — Review submitted reports from PEAs. Develop and implement a corrective action plan if IDEA violations are noted. Provide technical assistance opportunities in all other instances.

## Cluster IV: FAPE in the LRE — Performance on Large-Scale Assessments

### BF.IV Question

Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap in achievement between children with disabilities and their nondisabled peers?

### State Goal

All children with disabilities meet or exceed the state standards as measured by the Arizona Instrument to Measure Standards (AIMS). \*

Performance Indicator	
BF.IV.1	The performance results of children with disabilities on AIMS improve over time.
BF.IV.2	The participate rate of students with disabilities on AIMS meet or exceed 95%.

### Description of Large-Scale Assessment Data

Arizona's statewide assessment system is called the *Arizona Instrument to Measure Standards* (AIMS) and the alternate assessment against alternate achievement standards is called the *Arizona Instrument to Measure Standards Alternate* (AIMS A). The grades tested for SY 2003-2004 were third, fifth, eighth, and tenth. These are the same assessments used to report under the No Child Left Behind Act (NCLB).

Until the 2004 test administration, Arizona allowed unlimited access to instructional-level assessment for students with disabilities. In the summer of 2004, the U.S. Department of Education (USDOE) determined that there was insufficient support for Arizona's argument that the state standards for each grade level were linked (or equated) across the board; therefore, any out-of-grade-level assessments could not be considered "valid" for the purposes of complying with the No Child Left Behind Act (NCLB). However, this ruling came several months after the submission of the Part B Annual Performance Report (APR).

The state responded to the "cap" imposed by the USDOE under NCLB that only 1% of students could be counted as proficient on alternate assessments against alternate achievement standards by requiring PEAs to restrict out-of-grade-level assessment to those students for whom the AIMS A was not appropriate but for whom an on-grade-level AIMS test was totally unfeasible. The 1% cap ruling significantly reduced the numbers of students tested out-of-level during the 2004 test administration. It substantially increased the numbers of students who received a non-standard accommodation and the numbers who scored in the "falls far below" category.

These changes had a significant impact on the achievement results that are reported in this APR. The changes in the reporting expectations results in Arizona needing to reset its baseline data for all grade levels except third grade. Third grade is not affected as there was no out-of-level assessment for third grade in previous years so little change was seen in this group of students' test procedures.

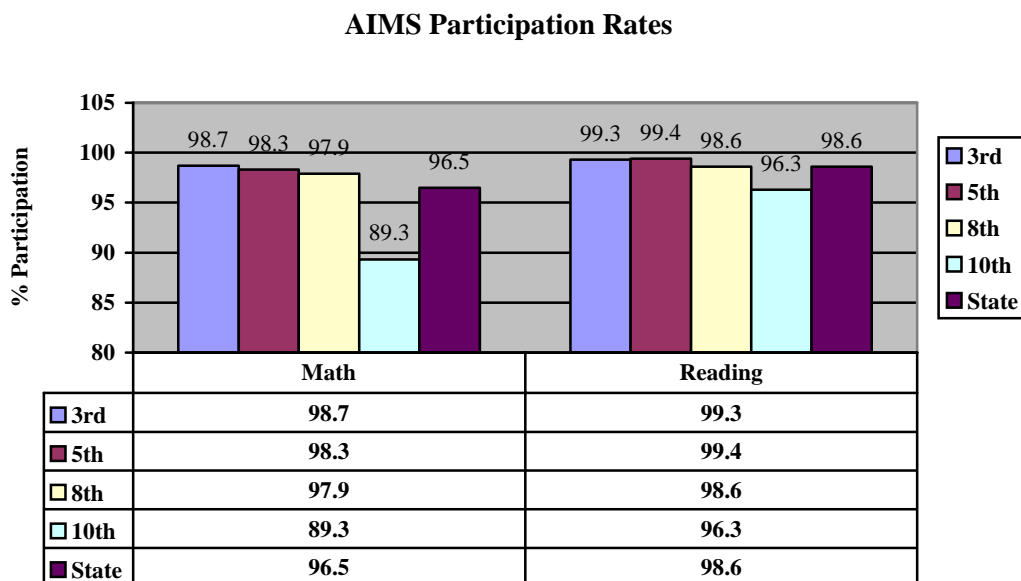
## Baseline/Trend Data

<b>BF.IV determinations</b>	The performance of 3 <sup>rd</sup> grade students with disabilities continues to improve. The baseline for the performance in other tested grades must be reset to respond to the restrictions on out-of-level assessments in 2004.
	The participation rates of students with disabilities on the statewide assessment are at an acceptable level with the exception of high school math.

See Attachment 3 for test participation numbers and test results of students with disabilities.

The participation rate of students with disabilities in Arizona is exceptional with rates slightly higher in reading than in math. Figure 16 illustrates the rates for the state and for each grade level for each test.

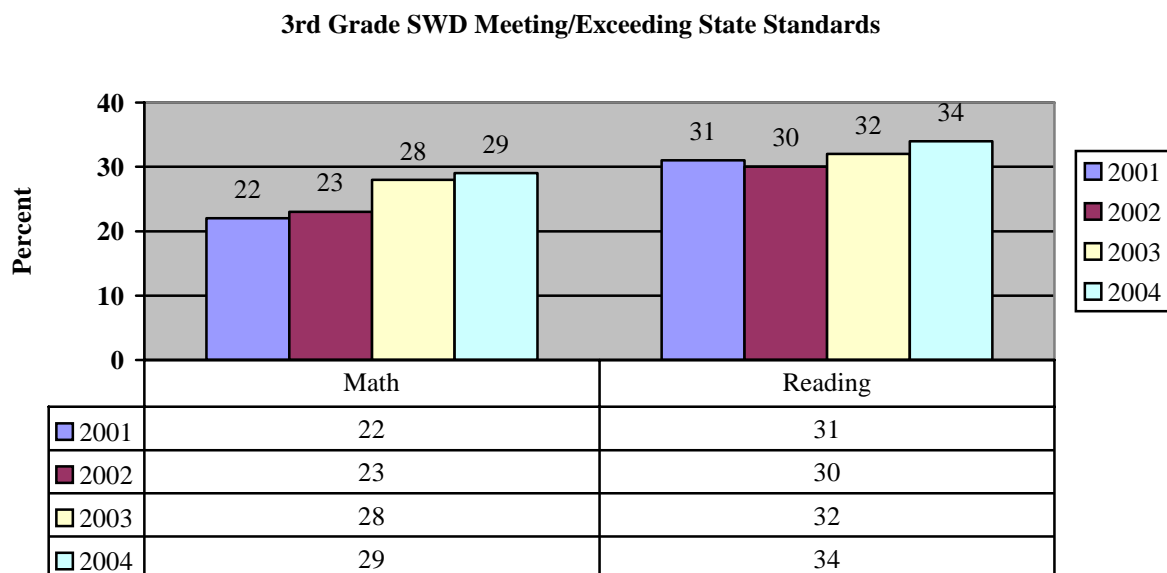
**Figure 16: Participation Rates**



These percentages exceed the NCLB requirement of 95% participation except on the math assessment at the high school level.

As noted in the description section above, Arizona is not reporting multiyear data on achievement rates except for third grade because of the impact of the virtual elimination of out-of-level assessment in 2004. Figure 17 shows the progress the 3<sup>rd</sup> grade group made over the last four years.

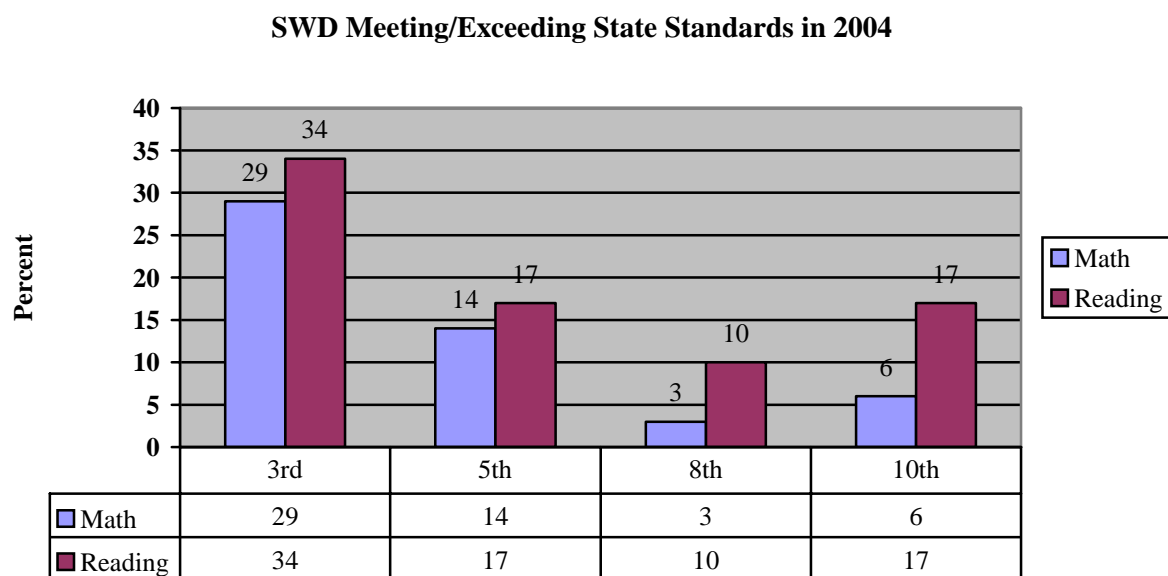
**Figure 17: Percent of 3<sup>rd</sup> Grade Students with Disabilities Meeting the Standard**



The baseline for all other grades will be set to the 2004 achievement rates for the “closing the gap” measurement. Figure 18 illustrates the new baseline percentages for all grades for both reading and math for all children in the state.

Beginning with this APR, Arizona will measure the “gap” in achievement for students with disabilities by reporting on the percentage of students who meet or exceed the state standards for each grade level tested.

**Figure 18: 2004 Baselines for Students with Disabilities by Grade**





## AIMS A Validity Study

The alternate assessment against alternate achievement standards for students with significant cognitive disabilities has been undergoing development and/or improvements since the passage of IDEA '97. The successful administration and scoring of the assessment in 2003 paved the way for the initiation of validity study discussions in 2004. Level I of the alternate assessment assesses student progress based on the Functional and Kindergarten standards of the Arizona Academic Standards. Functional standards are a downward extension of the Kindergarten academic standards and reflect less complex performances in reading, writing, and mathematics standards. The Arizona Academic Standards form the foundation for the alternate assessments

During FY 2004, the Technical Quality Committee developed an assessment plan to collect data related to various dimensions of technical quality. An assessment plan and available data were reviewed by four technical advisors (three external reviewers on the Superintendent's Accountability and Assessment Advisory Council (SAAAC) and one ADE technical advisor). The technical advisors indicated Arizona had sufficient information to pursue a variety of studies.

### 2004 Targets

BF.IV. 1: Improve the performance of children with disabilities on large-scale assessment by 2%

BF.IV.2: Initiate a set of validity studies for Arizona's alternate assessment

### Explanation of Progress or Slippage

As previously noted, the percentage of students "passing" the AIMS test (at all grades except grade 3) was substantially impacted by the restrictions the state placed on the use of out-of-grade-level assessments in 2004 by the USDOE. Large numbers of students who would have previously been assessed at their instructional level were required to sit for the test at grade level for the first time. This change resulted in a drop in the passing rates by approximately ten percentage points on the reading assessment and five percentage points on the math assessment.

This drop did not occur on the third grade assessment as no out-of-level assessment had previously been available. It is promising to note that, with this stability, students with disabilities in the third grade continue to improve their performance in both reading and math.

Participation rates in statewide assessments are acceptable with the exception of high school math. The math test at this level is considered to be an extraordinarily difficult test by all students. The lower participation rate is a reflection of students with disabilities (or their parents) opting not to attend school on the math test date. PEAs with inadequate rates of participation — both for students with and without disabilities — are working hard to increase attendance. The test has been reworked for the 2004-2005 test administration. Additionally, extensive training has occurred on the appropriate and valid use of accommodations for grade level assessments.

### 2005 Projected Targets

BF.IV.1: Improve the performance of children with disabilities on large-scale assessment by 2%.

BF.IV.2: Improve the test participation rates for high school math and maintain the participation rates at other grade/test levels.

### **Activities, Timelines & Resources**

IV.1.1: Fall 2004 - Spring 2005 — Continue State Improvement Grant (SIG) Goal 3 (Reading) technical assistance and training.

IV.1.2: Fall 2004 — Initiate a content literacy project for middle and high school students to assist teachers in maintaining the gains made at the elementary level in the area of reading.

IV.1.3: Winter 2004 — Conduct outreach training on the development and progress monitoring of IEP goals including curriculum-based assessments in reading and math.

IV.1.1: Spring 2005 — Provide technical assistance to PEAs on the use of funds newly appropriated by the state legislature for tutoring in math and reading at the high school level.

IV.2.1: Fall 2004 — Conduct outreach training on the selection of appropriate instructional and test accommodations emphasizing both test validity and test access.

## Cluster IV: FAPE in the LRE — Least Restrictive Environment

<b>BF.V Question</b>	
Are children with disabilities educated with nondisabled peers to the maximum extent appropriate?	
<b>State Goal</b>	
Children with disabilities will be educated with nondisabled peers at rates at or above national averages.	
<b>Performance Indicators</b>	
<b>BF.V.1</b>	The percent of school-aged children with disabilities educated with nondisabled peers is sustained.
<b>BF.V.2</b>	The percent of preschool children with disabilities educated with nondisabled peers increases over time.

### Description of Data Collection

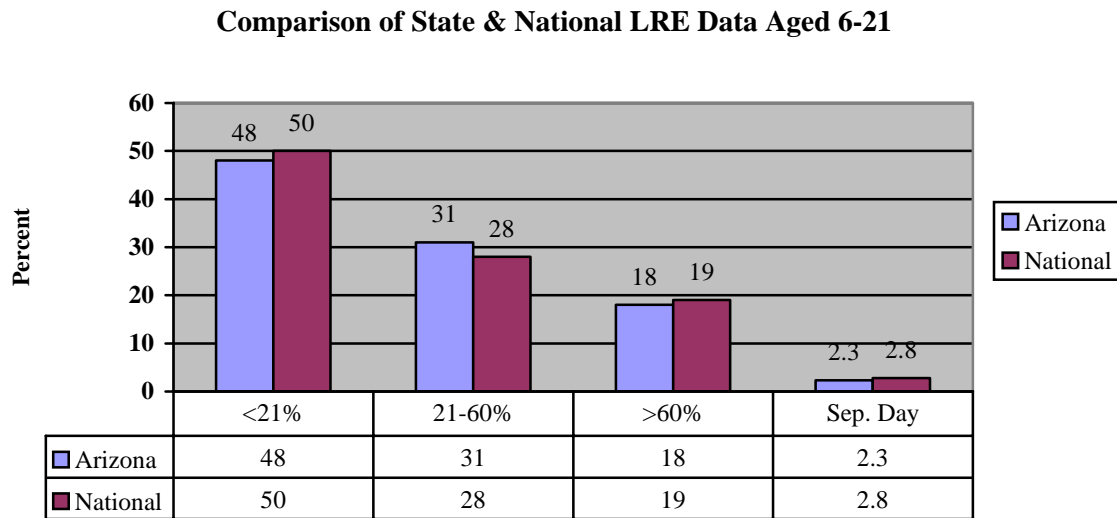
Arizona uses the OSEP placement data tables to determine the numbers and percentages of students served in specific educational settings. The data are extracted from the Student Accountability Information System (SAIS) and an auxiliary system known as DelRep. SAIS is used to report students enrolled in and served in a PEA. DelRep is used to report students enrolled in a PEA but served in another setting — such as a private program, another PEA, or a Head Start program. The DelRep system is being phased out as SAIS is modified to capture all students regardless of location of service. Information from both systems is merged to create the OSEP data tables.

### Baseline/Trend Data

<b>BF.V determinations</b>	Students with disabilities aged 6-21 years are educated with their nondisabled peers at rates comparable to the national averages for the most prevalent education settings.
	While children with disabilities aged 3-5 years are educated in an early childhood setting at a rate comparable to the national average, the percentage of children educated in an early childhood special education environment exceeds the national average by a significant amount and is increasing.

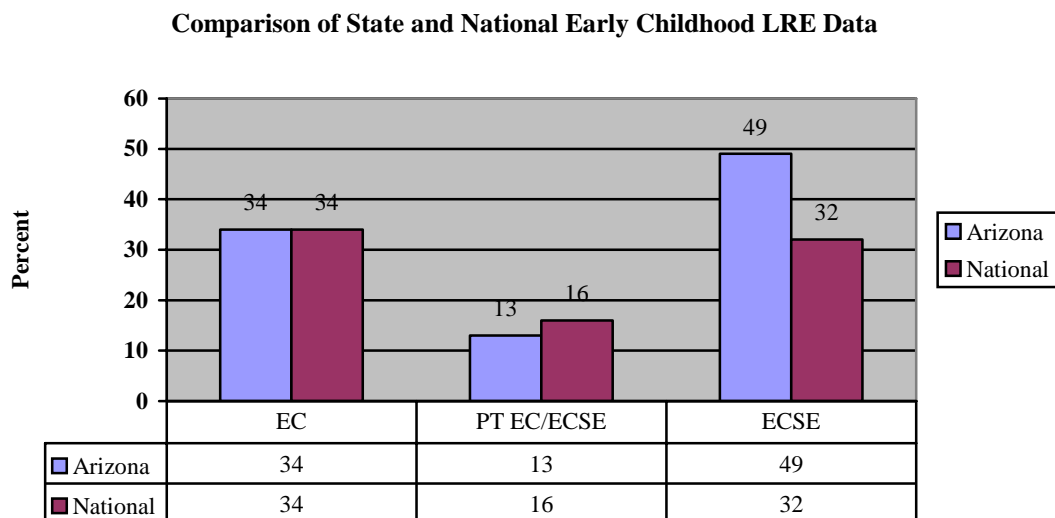
Arizona's placement options for students with disabilities aged 6-21 years are adequate to meet the diverse needs of individual students throughout the state. While the largest percentage of students is served in the regular classroom for most of their day, other options are clearly available and utilized by the public education agencies (PEAs) as appropriate. Figure 19 compares Arizona rates for the most common placements to national rates for 2003.

**Figure 19: Comparison of Arizona and National Data on Least Restrictive Environments Aged 6-21**

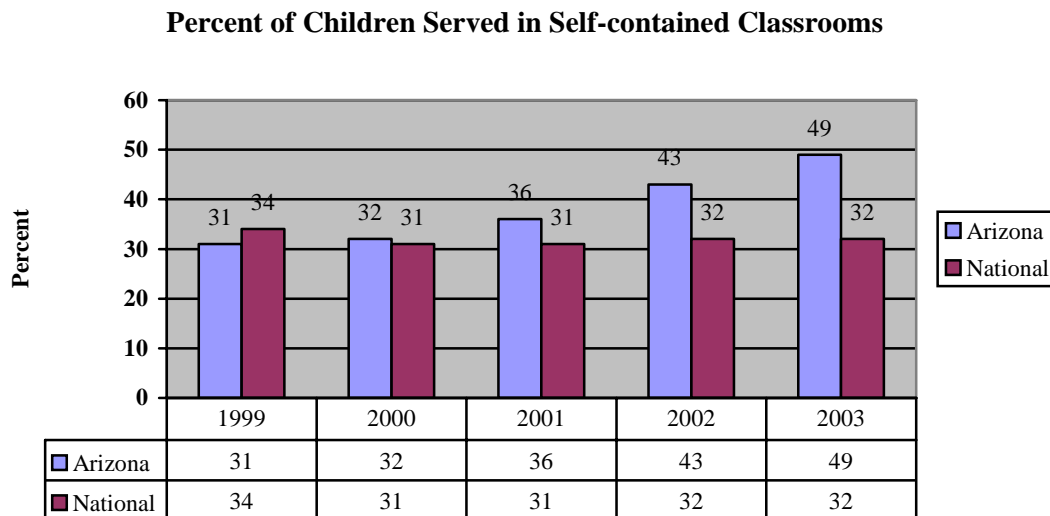


Placement options for children with disabilities aged 3-5 do not equate as well with national averages. The percent of children educated in typical early childhood settings appears to be adequate; however, a significantly higher percentage of children are enrolled in “self-contained” preschool settings than the national average and the current trend is in the wrong direction. Figure 20 illustrates the state rates and national comparisons for 2003. Figure 21 illustrates the 5-year trend in the state toward more children being served in a separate setting.

**Figure 20: Placement of Children with Disabilities Aged 3-5**

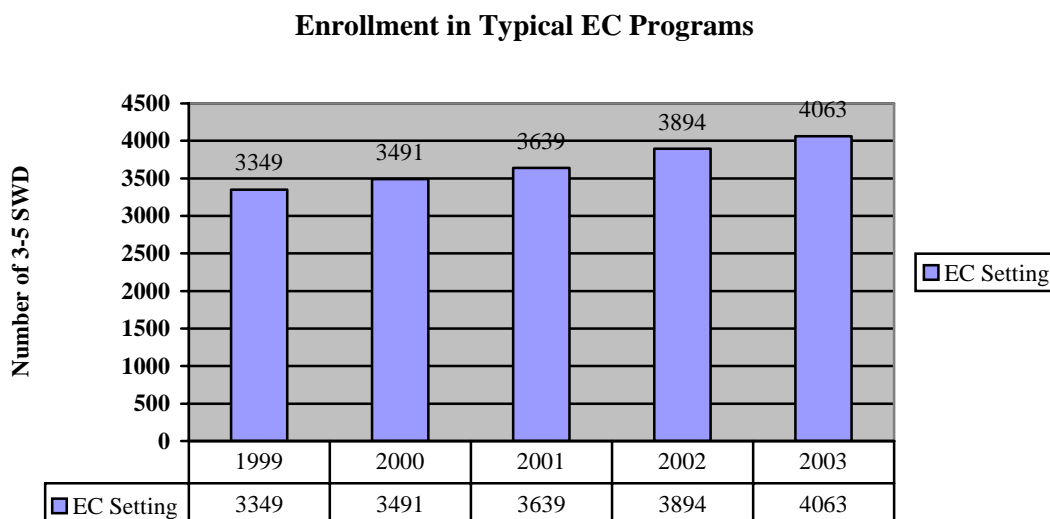


**Figure 21: Trend for Preschool Children Served in Special Education Preschools**



The picture is more revealing when the **numbers** of children are considered. While the percentage is moving in the wrong direction, the numbers of children being served in early childhood settings are increasing. Figure 22 indicates the growth in numbers of students in typical preschool settings.

**Figure 22: Growth in Enrollment of Preschool Children in Typical Early Childhood Programs**



## 2004 Targets

BF.V.1: Improve the coordination between the special education early childhood programs and the other ADE early childhood programs.

BF.V.2: Continue efforts to improve LRE options for preschool children with disabilities.

## **Explanation of Progress or Slippage**

There has been no slippage for LRE for school-aged children in Arizona. Percentages for each placement option have remained remarkable stable since 1999.

The increase in the percentage of young children with disabilities being served in programs designed for and serving primarily children with disabilities is, for the most part, attributable to the following:

- Explosive growth in the overall population in the state with a concomitant increase in young children with disabilities;
- A state legislature reluctant to fund growth in early childhood programs for typical children;
- School districts' obligation to provide FAPE for children in special education;
- A school construction funding formula that does not allocate dollars for preschool classrooms for typically developing children;
- Changes in federal reporting requirements for "reverse mainstream" program, and;
- Childcare licensure requirements that limit a school's ability to place newly identified children in typical programs throughout the school year.

During the 2004 legislative session, school districts successfully lobbied for the passage of a bill that would exempt preschool special education classrooms from the childcare licensure requirements. This effort was motivated by the huge growth in numbers of children requiring services and the difficulty districts were having getting licensure in a timely fashion through the Department of Health Services. Districts were often in the position of having to choose which law to violate — IDEA with regard to ensuring FAPE or the state statutes regarding licensure. In each instance, they elected to serve children even when licensure was not immediately available. While this statutory change will help with the legal conundrum schools face when existing programs reach maximums, it will continue to make it easier to open a self-contained program instead of a typical (or reverse mainstream) program.

ADE/ESS and the ADE Early Childhood divisions are working to overcome these impediments. The ADE/ESS offers "emergency" funding to PEAs with excessive, unexpected special education costs. Many of the requests that come to ADE/ESS are for additional funds for preschool programs to accommodate growth. If the request is for an additional preschool special education classroom, the district is required to document for the ADE the efforts it has taken to find placement options the include typical children. When it is clear that such options have been exhausted, the ADE requires the district to develop a plan for expanding the choices in future years.

The ADE Early Childhood division has been conducting training and technical assistance for both regular and special early childhood educators in order to ensure both groups understand the legal, financial, and educational benefits to integrated programs for young children.

## **2005 Projected Targets**

BF.V.1: Maintain LRE for school-aged students with disabilities at national rates.

BF.V.2: Increase the percentage of students aged 3-5 served in settings that are designed for typically developing peers.

## **Activities, Timelines & Resources**

V.2.1: Fall 2004 — Collaborate with ADE data managers to develop written guidance on preschool

placement options and funding.

- V.2.2: Fall 2004 — Establish a Preschool LRE Task Force through the Arizona Division of Early Childhood to assist the ADE in promoting inclusive placements and identifying districts ready to move forward in this area.
- V.2.3: Winter 2004 — Provide technical assistance and written guidance to districts on preschool placement options and funding.
- V.2.4: Winter 2005 - Develop a handbook on screening and placement of preschool children with disabilities to provide guidance on the process of identifying children with disabilities and integrating them into existing early childhood programs.
- V.2.5: Spring 2005 — Select 3-5 school districts to which ADE will provide in-depth technical assistance to build more inclusive preschool settings.
- V.2.6: Spring 2005 — Identify two school districts to serve as models of inclusive programs with a continuum of service delivery options and blended funding streams.
- V.2.7: Summer 2005 — Collaborate with Arizona State University and Vanderbilt University to develop training and technical assistance on embedding interventions into inclusive preschool settings.

## Cluster IV: FAPE in the LRE—Preschool Outcomes

<b>BF.VI Question</b> Are the early language/communication, pre-reading, and social/emotional skills of preschool children with disabilities improving?	
<b>State Goal</b> The language/communication, pre-reading, and social/emotional skills of preschool children with disabilities improve.	
<b>Performance Indicators</b>	
<b>BF.VI.1</b>	The language/communication and pre-reading skills of preschool children with disabilities are improving.
<b>BF.VI.2</b>	The social/emotional skills of preschool children with disabilities are improving.

### Baseline/Trend Data

Arizona is still unable to report outcome measures in the specified areas for preschool children with disabilities.

### 2004 Targets

BF.VI.1: Initiate collection of information regarding pre-reading skills.

BF.VI.2: Develop a plan for appropriate data collection that will support analysis of the content areas.

### Explanation of Progress or Slippage

ESS has made progress in identifying targeted data collection mechanisms for the FY 2005 APR and more extensive mechanisms for subsequent years. The mechanism for FY 2005 is based upon the state's collection of IEP goal attainment data for preschool children. Prior to the 2004–2005 school year, goal attainment (goals met/goals written) by preschool category of disability was reported to the ADE. This reporting method did not identify the nature of the goals, however; thus it was not feasible to identify language, reading, or social skills achievement. After receiving the OSEP letter of response to the 2003 APR, the ADE/ESS directed PEAs to refocus their data collection so they can report IEP goal attainment by goal type—language/communication, pre-reading/cognitive, and social/emotional for school year 2004–2005.

Concurrently, ADE applied for a General Supervision Enhancement Grant through the Early Childhood Outcomes Center in order to participate in a coordinated, researched-based initiative to identify appropriate avenues for collecting the required data. The state was not selected as a participant in that project and, therefore, is taking cautious steps toward capturing information.

In addition to IEP goal attainment in the identified areas, the state has identified the Work Sampling System as a potential method for implementation in Arizona. Statewide training was conducted during the 2003–2004 school year, and selected preschool programs are implementing the system during the 2004–2005 school year. Discussions with the Student Accountability Information System (SAIS) unit within the ADE are ongoing in an effort to build a web-based report that would capture data from the entire state and



provide the information required by the APR. There is some resistance within the early childhood community as the project has the potential to be seen as a “baby AIMS” that would not be developmentally appropriate.

### **2005 Projected Targets**

BF.VI.1: Identify IEP goal attainment rates for preschool children who have goals in the areas of language/communication and pre-reading.

BF.VI.2: Identify IEP goal attainment rates for preschool children who have social/emotional goals.

BF.VI.3: Continue investigation of possible statewide systems of identifying the progress of all preschool children with disabilities in the areas of language/communication, pre-reading, and social/emotional development.

### **Activities, Timeline & Resources**

VI.1. Fall 2004—Provide written guidance to all school districts on the OSEP requirement for ongoing progress monitoring and outcome data in language/communication, pre-reading, and social/emotional development.

VI.2. Fall 2004—Begin statewide training on at least one authentic assessment for use as an ongoing progress monitoring and outcomes instrument.

VI.3. Fall 2004—Collaborate and participate in work sessions with the Early Childhood Outcomes Center.

VI.4. Winter 2004—In conjunction with the ADE/ESS and ADE/MIS, begin the development of a data system to capture needed outcome data.

VI.5. Spring 2005—Collaborate with the Early Childhood Block Grant program to establish a preschool assessment task force to identify a common early childhood assessment system.

VI.6. Summer 2005—Develop, for Fall distribution, a parent survey designed to obtain child progress information in the required areas.

### **Goal Alignment**

In this cluster, three of the six goals are comparable to the state goals for all children. The comparable goals are in the areas of graduation and dropout, suspension and expulsion, and performance on large-scale assessments. There are no plans to have state goals in the areas of disproportionality, LRE, or preschool outcomes for all students.

## Cluster I: FAPE in the LRE — Report on 2000 OSEP Monitoring Findings

<b>Finding 1</b>	Child find activities by Part B are insufficient to ensure the provision of services to children on their third birthday.
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### Response to Finding 1 — Child Find and FAPE by 3

The OSEP finding that Arizona's Part B program was not fulfilling its responsibility in the area of child find was, for the most part, based on the low numbers of children served in Part C in the state and the resultant failure to provide FAPE by age 3 years. Following the OSEP finding, the ADE intensified its efforts to coordinate with the Arizona Early Intervention Program (AzEIP) to ensure the identification, location, and evaluation of children aged birth through two years of age.

These efforts included an increased emphasis in the monitoring system on the public awareness and outreach efforts of all PEAs to families with young children who might have disabilities. The oversight system now includes a requirement that public awareness activities be ongoing, that all school personnel and parents within the boundaries of the PEA are notified of the availability of services to young children and the procedures for accessing those services, and that an appropriate and effective referral system is in place when children aged birth through two years are identified by the PEA.

The child find agreement between the ADE and the AzEIP has been rewritten to further specify the steps to be taken when a child in need of an evaluation comes to the attention of either agency. The agreement implements an "alert system" between the two agencies when the possibility of a systems failure is resulting in a child not being evaluated in a timely manner.

The effectiveness of the efforts by the AzEIP participating agencies and the ADE can be seen in the increased numbers of children served by AzEIP (Table 13) in each age group. These figures represent an overall growth rate of 20.3% for AzEIP with the largest percent of growth in the birth to age one range (23.8%). Taken together, the growth in AzEIP participation and the increase in the percentage of children entering Part B preschool programs on or before the 3<sup>rd</sup> birthday (Figure 11) documents that the joint efforts to reach families of children with disabilities is increasingly effective at a younger age.

**Table 13: Children Served by AzEIP**

Age	2002	2003	2004
Birth to 1	453	491	561
1 to 2	1147	1266	1350
2 to 3	1887	1968	2285
<b>Totals</b>	<b>3487</b>	<b>3725</b>	<b>4196</b>

<b>Arizona determination of compliance</b>	The evidence presented in this report documents that the state is in compliance with the child find requirements of the IDEA for children aged birth to three years.
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Given that the OSEP finding was based on the low numbers of children served in Part C and that the USDOE has released the Arizona Part C agency from its finding of noncompliance in child find, the ADE believes that a comparable finding of compliance is appropriate for Part B.

<b>Finding 2</b>	Arizona failed to ensure the provision of psychological counseling as a related service.
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### **Response to Finding 2 — Provision of Counseling Services**

Following the OSEP finding related to the provision of counseling services, the ADE/ESS initiated significant statewide efforts to meet the requirements of the IDEA in this regard. As detailed in Cluster I of this report, the monitoring system was revised to include substantial inquiry into the consideration for the need for counseling, the inclusion in the IEP when appropriate, and the provision of counseling in accordance with an IEP.

The state elected to use federal IDEA capacity dollars to support PEAs in the development of systems to ensure appropriate counseling services to all children with disabilities and their families who needed such services. Conferences, technical assistance documents and training, and individual technical assistance contained information pertaining to the requirements for and methods of providing such services. Extensive efforts were undertaken to provide appropriate support to “students whose behavior impeded their learning or the learning of others”. This language is not restricted to students with disruptive behaviors but includes children with social-emotional concerns and disability awareness and self-advocacy issues. Individual counseling services in the state may be delivered by a school psychologist, a social worker, a school counselor or other qualified personnel. Small group counseling may also be delivered by appropriately trained teachers or other related service providers — particularly in the areas of social skills, disability awareness, self-advocacy, personal responsibility and respectful behaviors. Parent counseling may also be provided by parent liaison personnel, teachers, or related services providers.

Feedback in FY 2001 from special education staff in the PEAs reinforced the OSEP finding that, while the need for counseling was frequently recognized (and often provided), the inclusion of such services on IEPs was not a common practice. Since that time, PEAs have revised their procedures and counseling is identified on the IEP as a related service when the evaluation team and IEP team note it as a need to ensure FAPE. Table 14 reports the monitoring results of the item used by ADE/ESS personnel to denote deficiencies in the appropriate consideration of counseling services during the IEP development.

**Table 14: IEP Team Consideration of the Need for Counseling Services**

Consideration of strategies and supports to address behavior (34 CFR §300.347(a)(2)(i))	
Monitoring Year	Percentage of files reviewed that were compliant
FY2002	89%
FY2003	92%
FY2004	92%

During the 2003-2004 school year, Arizona completed a self-assessment using the Continuous Improvement and Focus Monitoring System (CIFMS) designed by OSEP. Given that the information that generated the OSEP finding of noncompliance in the area of counseling came, primarily, from anecdotal reports to OSEP on site visits, the ADE/ESS elected to include an inquiry related to counseling services in the focus groups conducted throughout the state during the self-assessment. See Cluster I for a full description of the CIFMS and focus group process.

Focus group participants were consistently pleased with the supports their children were receiving for

issues such as behavior, social-skills, self- and disability-awareness, and other appropriate topics for counseling. There did not seem to be any distinction between parents of one disability or age group over others. Parents and teacher alike reported an increasing need for anti-bullying and disability awareness as students moved into middle school, but also reported that the schools are responding to that need.

Further evidence of the impact of the ADE/ESS initiative with regard to counseling is:

- The rapidly dropping percent of students with disabilities who have been suspended for longer than 10 days in a school year. See previous information on suspension/expulsion in this cluster for additional information;
- The filing of only one state complaint in FY 2004 where failure to consider (or provide) counseling was alleged by the complainant. In that instance, the state found that the PEA was in compliance with the requirements of the IDEA, and;
- Two additional complaints were filed but were resolved through the early complaint resolution process and, in both instances, the PEA agreed to provide a “behavior coach” for students.

These numbers are a substantial decrease from the prior year (Table 15).

**Table 15: Number of Complaints Related to the Provision of Counseling Services**

Year	Complaint findings of noncompliance	Early Complaint Resolutions
2003	3	5
2004	0	2

Arizona reported 1,505 professional staff members (psychologists, social workers, counselors, or rehabilitation counselors) who are qualified to provide counseling services relevant to their particular expertise and training. With the emphasis on ensuring access to appropriate counseling services by PEAs, this number is considered minimally adequate for the state.

<b>Arizona determination of compliance</b>	The evidence presented in this report documents that the state is in compliance with the requirement for the provision of counseling services for students and families for whom such services are necessary to ensure FAPE.
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<b>Finding 3</b>	Arizona failed to ensure the provision of extended school year services when those services were necessary to ensure FAPE.
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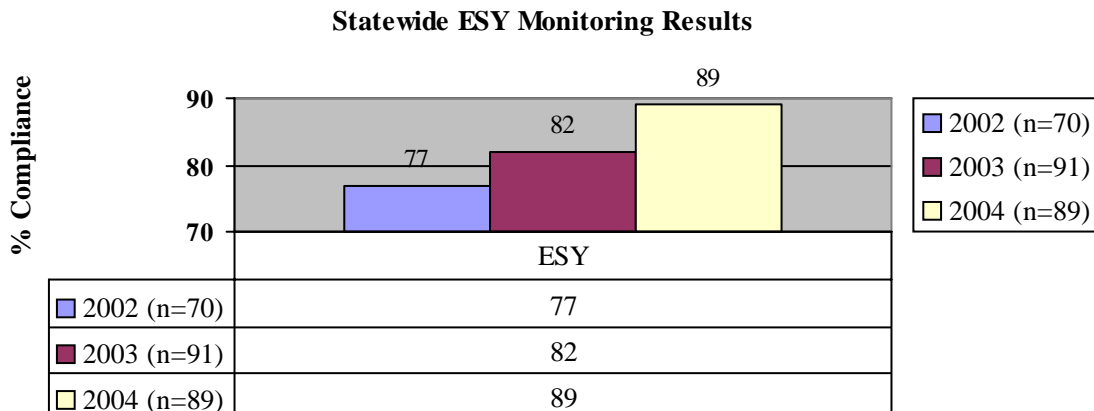
### **Response to Finding 3 — The Provision of ESY Services**

Following the finding on noncompliance with the provision of extended school year (ESY) services by OSEP in FY 2000, Arizona provided statewide training and technical assistance on ESY requirements, decision-making, and appropriate documentation in the IEP process. When it became clear that some IEP teams, in response to these statewide efforts, were struggling with the gathering and utilizing of data in making ESY decisions, ADE/ESS reconceptualized the training to emphasize data-based decision-making. The goal of ADE/ESS was to ensure that IEP teams had sufficient information to make decisions regarding eligibility for ESY services to meet the requirements of the IDEA and state statutes and rules.

The ADE/ESS monitoring system captures the extent to which IEP teams (in the PEAs monitored in any given year) have considered ESY services in the development of each child’s IEP in accordance with 34

CFR §300.309. Figure 23 reports the improvement in baseline compliance over the last three years. In those instances where there is a finding of noncompliance, the PEA is required to demonstrate full compliance prior to the closing of their monitoring.

**Figure 23: Improvement in Statewide ESY Monitoring Findings**



In addition to the improvement in baseline monitoring findings, the numbers of complaints filed with the ADE/ESS related to ESY dropped substantially between FY 2003 and FY 2004. Table 16 illustrates the positive change.

**Table 16: Complaint Filings Related to ESY**

Year	# of Findings of PEA Noncompliance	# of Early Complaint Resolutions	# of Findings of PEA Compliance
2003	8	4	5
2004	3	2	3

Findings of noncompliance through a complaint must be resolved and documented prior to the ADE/ESS clearing the PEA of the violation.

<b>Arizona determination of compliance</b>	Arizona is in compliance with the requirement to ensure the provision of ESY services to all children for whom the IEP team determines it is necessary to ensure FAPE.
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## Cluster V: Secondary Transition

<b>Question</b> Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?	
<b>State Goal</b> Arizona will improve compliance on secondary transition requirements, including development of a mechanism for determining the percentage of youth with disabilities participating in post-school activities in comparison to that of nondisabled youth.	
<b>Performance Indicators</b>	
<b>ST.1</b>	Compliance on secondary transition requirements has improved.
<b>ST.2</b>	Student involvement in statewide transition activities has increased.
<b>ST.3</b>	The state is making progress in the development of a mechanism for determining post-school outcomes for students with and without disabilities.

### Description of the compliance assessment system for transition

Exceptional Student Services (ESS) conducts compliance monitoring for all IDEA procedural requirements on a six-year cycle. A portion of the compliance monitoring specifically addresses statements pertaining to the successful transition of youth with disabilities 14–22. More specific information related to the ESS monitoring system is located in the General Supervision section of this document.

In addition to the information collected from student files, ESS also conducts student and family interviews with questions specific to the transition requirements. Training is conducted throughout the state with educators regarding these requirements—how to document such requirements as well as how to provide a quality educational program for each student.

For items found in partial compliance or noncompliance, PEAs develop corrective action plans. If specific student files show deficiencies in courses of study and/or coordinated strategies, PEAs have 45 calendar days to correct such items by reconvening IEP meetings. ESS maintains a database that tracks each PEA's progress toward completing both 45-day items and systems issues.

A second aspect of compliance assessment is the analysis of the dispute resolution findings related to transition. A complete description of the dispute resolution system in Arizona is also located in the General Supervision section.

### Description of the student involvement in transition initiatives

Increasing the involvement of youth with disabilities in planning for their own futures has been a multi-agency effort in Arizona for several years. A major initiative was the development and publication of a guide to transition planning geared toward youth and families. The guide, entitled *Navigating the Transition Highway: from Tots to Teens with Ease*, was disseminated to children, youth, schools, and Arizona Parent Information Centers and was placed on the Arizona Department of Education Web site in June 2004.

Trainings and technical assistance on self-determination, self-advocacy, and student participation in the IEP took place throughout the 2003–2004 school year. Student-led IEPs continued to be of major interest in the state with an OSEP-funded project working with schools to increase knowledge, acceptance, and participation.

State level transition committees and work groups made a commitment to identify and recruit youth with disabilities and their families in their planning activities.

### **Description of the current post-school outcomes information**

The Arizona Department of Education (ADE) does not currently collect data on students with or without disabilities beyond their graduation from high school nor is it a high priority item with the legislature, state board, or superintendent. High stakes testing, graduation and dropout rates, and No Child Left Behind requirements are consuming almost all of the intellectual, monetary, and political capital at this point. The requirements set forth in the annual performance report to the Office of Special Education Programs to collect such information places the entire burden of identifying and collecting post-school outcome information on the Exceptional Student Services division within the ADE.

Discussions have been ongoing with special education leaders in districts and charter schools, with the Special Education Advisory Panel, with other divisions within the ADE, and with other state agencies in an effort to identify methods of data collection that would provide valid information on a wide cross section of young adults with disabilities without causing unreasonable burdens on the information providers or excessive costs to the state.

### **Baseline/Trend Data**

#### **Compliance on Transition Requirements**

<b>ST.1 determination</b>	Arizona has determined that <b>baseline</b> compliance with the transition requirements has improved dramatically from FY 2002. Corrective action following monitoring results in full compliance prior to the closeout of each monitoring.
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ESS monitoring results on a statewide basis can be extracted for specific line items. Table 17 below demonstrates the improvement in the results of PEA monitoring findings related to transition requirements.

**Table 17: Monitoring Results on Transition Requirements**

Description of Item	2002 % Compliance	2004 % Compliance
Documentation that the student was invited to the IEP (34 CFR 300.344(b))	N/A	85
Student expressed post-school outcomes based upon preferences, interests, and needs (34 CFR 300.29)	57	85
By age 14, course of study leading to post-school outcomes (34 CFR 300.347(b)(1))	44	76
By 16, coordinated set of strategies supporting post-school goals (34 CFR 300.29)	55	69
If appropriate, interagency linkages and responsibilities (34 CFR 300.347(b)(2))	44	70
By age 17, statement of transfer of rights at age of majority (34 CFR 300.347(c))	54	80

The completion of corrective action plans for those PEAs having findings of noncompliance in the area of transition during monitoring resulted in full compliance at the closeout of the monitoring.

Before addressing progress in the data reflected in Table 17, it is first important to analyze the other aspect of data collection regarding transition requirements. Often as a result of noncompliance or low partial compliance in the area of transition, schools, through their corrective action plans, add participation in the Transition Outcomes Project as a mechanism for reaching compliance.

Arizona has been involved in the Transition Outcomes Project (TOP), working closely with Mountain Plains Regional Resource Center, since 2001. Arizona educators and adult service providers were trained on IDEA transition requirements and on a data tool to analyze their present levels of performance in meeting the requirements. All participation in TOP is voluntary and the training is designed to advance schools beyond compliance into best practices. Some schools used Comprehensive Systems of Personnel Development capacity building grants to fund the efforts of this project while other schools have allocated resources within their special education budgets to provide staff the opportunity to receive training, collect data, and develop Improvement Plans using data-driven decision making. Thus, although more than 150 schools have provided baseline data to ADE/ESS through TOP since 2001, only a handful of schools have chosen to go through the full process of analyzing the data extensively, developing Improvement Plans, and reviewing similar files one year later to have a full picture of systemic change and growth in improving practices in secondary transition.

Table 18 reflects the percentage of items on the checklist that met the training standard at the initial meeting for TOP and the status on those same items in the schools continuing with the project as grantee sites. Regardless of the baseline, all schools that had a TOP grant substantially improved their performance.

**Table 18: Transition Outcomes Project Results**

Description	2002–2003 % meeting TOP standards		2003-2004 % meeting TOP standards	
	Baseline Performance	Final Performance	Baseline Performance	Final Performance
Did the public agency invite the student?	92	97	84	96
Did the student attend the IEP meeting?	68	78	65	87
Did the public agency take steps to ensure student preferences and interests were considered?	74	92	64	89
Was parent notice provided?	89	94	93	99
Does the parent notice indicate one of the purposes is to discuss transition services?	68	93	50	83
Does the notice indicate the school will invite the student?	93	99	81	96
Does the notice indicate the date, time, and location of the meeting and who will be invited?	96	98	95	98
Does the notice inform parents they may invite anyone with knowledge or expertise of their child?	37	77	57	90
Does the IEP include a statement of present levels of performance related to transition services?	64	87	46	79



Does the IEP include a course of study relevant and meaningful to the student?	48	80	52	89
Does the IEP include a statement of needed transition services?	83	94	71	92
Does transition statement of services include:				
Instruction	88	96	85	91
Related services	61	76	44	81
Community experiences	72	90	54	84
Employment/other post school adult living	80	96	56	91
Daily living skills	58	81	48	77
Functional vocational evaluation	44	71	47	73
Are the activities coordinated?	39	83	30	88
Do the activities promote movement from school to the desired post-school goals?	43	83	38	88

As TOP is designed as a technical assistance project with a best practices standard, the results of the project should be viewed as providing validation of what a highly focused, intensive self-evaluation and self-improvement program can affect in the way of change.

ESS examined complaints, requests for early complaint resolution, mediations, and due process hearings related to transition concerns from the July 1, 2001–June 30, 2004 school years. The issues and outcomes are as follows:

#### July 1, 2001–June 30, 2002

- Formal complaint investigations: Two complaints were investigated and the allegations revolved around the lack of transition goals in the IEP.
- Due process hearing requests: Five requests were submitted in the area of transition. Two were withdrawn, two were dismissed after private settlement, and one was heard. The hearing officer found in favor of the school on all counts.
- Mediations: No requests were received.

#### July 1, 2002–June 30, 2003

- Early complaint resolution: Three families resolved issues with schools related to long-range planning for life skills, the identification and linkages to outside agencies, and the successful transition from middle to high school.
- Due process hearing requests: Two requests were submitted and both were dismissed and settled privately.
- Mediations: No requests were received.

July 1, 2003–June 30, 2004

- Formal complaint investigations: Two were investigated that had issues regarding transition. In both instances the schools were found to be out of compliance and corrective action developed. One complaint dealt with the lack of a statement of needed transition services and interagency linkages, while the second complaint dealt with lack of implementation of the transition services outlined in the IEP.
- Due process hearing requests: Two were submitted that included transition issues; one was withdrawn and the other was dismissed.
- Mediations: No mediations were filed regarding transition.
- Early complaint resolutions: Five ECRs were investigated with issues regarding transition. Three involved the development of a transition plan, and all were resolved. One pertained to the review and revision of the transition plan, which was resolved. One pertained to the provision of orientation and transition services in a new location and was resolved.

Increased youth participation

<b>ST.2 determination</b>	The CIFMS steering committee determined that youth with disabilities are participating in transition planning activities at an exemplary level in Arizona.
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*Navigating the Transition Highway: from Tots to Teens with Ease* was field tested by 200 youth with disabilities and/or families of youth with disabilities prior to its dissemination.

Fifty-two trainings were conducted around self-determination and self-advocacy by ADE/ESS, and 924 youth and young adults with disabilities, family members, teachers, administrators, college students, and adult service providers attended. Two youth and two family members were identified and recruited for state planning committees and work groups. The Arizona team was the **only** team out of 42 states and territories at the National Center on Secondary Education and Transition (NCSET) Summit to involve youth with disabilities on their team at the September 2003 conference. Two additional students were added to the state team in June 2004.

Ten students, 57 family members, and 17 individuals with developmental disabilities received training scholarships from the Governor's Council on Developmental Disabilities to attend training activities surrounding leadership, self-advocacy, and self-determination.

Post school outcomes for students with and without disabilities

<b>ST.3 determination</b>	Arizona has made progress on identifying a potential data collection mechanism for post-school outcomes for students with and without disabilities.
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ADE/ESS sent an e-mail request via listserv to all public education agencies to report on current post-school outcome data collection activities. The following activities were reported:

- Schools who have Youth Transition Programs collect data for one year after graduation;
- One school collects information through a database on post-school employment and higher education;
- One school conducts a follow-up phone call in six months after school exit;
- The majority of schools currently do not have a mechanism for collecting or analyzing any post-school data.

In addition, the Career and Technical Education programs in schools survey program completers for post-high school follow-up data, but special education directors responding to the ESS request seemed to be unaware of this as only eight schools reported any post-school data collection activities.

Therefore, ESS efforts this year have focused on expanding the partners within the Arizona Transition Leadership Team (ATLT) to include agencies and providers that might be able to further efforts to collect post-school information. The partners now include:

- Other state agencies such as the AZ Board of Regents, AZ Commission for the Deaf and the Hard of Hearing, AZ Department of Corrections, AZ Department of Commerce, AZ Department of Juvenile Corrections, AZ Office for Americans with Disabilities, AZ State Board for Charter Schools, AZ State School for the Deaf and the Blind, AZ State University, AZ Department of Health Services, AZ Dept of Economic Security, and the Governor's Council on Developmental Disabilities;
- Disability-related groups such as the Asperger Parent Network, Melmed Center, Pilot Parents of Southern AZ, and Raising Special Kids;
- Other governmental entities such as the Bureau of Indian Affairs, City of Scottsdale, Mesa Community College, Pima Community College, Social Security Administration, AZ Charter School Association, Center for Academic Success;
- Employers and youth and young adults.

In June 2004, ATLT met to discuss data collection possibilities and, while a listing of potential options was generated, no straightforward mechanisms were identified. Conversations have continued to focus on ways to identify, utilize, and analyze existing data sources. One example includes using a local school district's existing post-school data survey, which ADE/ESS has expanded to include information pertaining to self-determination and self-advocacy. The district currently uses this survey to report on Career and Technical education program completers. ADE/ESS has been communicating with other states to discuss data tools used, implementation and analysis strategies, and funding sources to cover data collection costs. ADE/ESS has had ongoing dialogue with the Mountain Plains Regional Resource Center and the National Center on Secondary, Transition, and Postsecondary School Outcomes regarding data collection systems and strategies. Lastly, Rehabilitation Services Administration, Vocational Rehabilitation, also has committed to supply data on the number of students with disabilities determined eligible for services; number of students with disabilities under Order of Selection on the Waiting List; number of students with an Individual Plan for Employment (IPE); number of students employed; and, number of students in School to Work or Youth Transition programs prior to school exit.

## **2004 Targets**

ST.1: Improve baseline monitoring results in those areas of transition that fell below 75% compliance by 5%.

ST.2: Increase student involvement in statewide transition activities.

ST.3: Investigate the potential options for collection of post-school outcomes for students with and without disabilities.

## Explanation of Progress or Slippage

### Compliance with Transition Requirements

Arizona's rate of compliance with transition requirements has improved dramatically since FY 2002; however, further improvement is needed as several requirements continue to be at unacceptable levels.

Efforts to improve compliance in transition in addition to the TOP efforts included the following:

- Statewide transition conference held September 2003 with 479 attendees representing 156 public education agencies and adult service providers.
- Regional outreach trainings held January 2004 in nine areas of the state on meeting IDEA transition requirements, with 184 attendees representing 77 public education agencies and adult service providers.
- IDEA transition requirements trainings offered to youth, families, and educators in six sites during February 2004 with Dr. Ed O'Leary presenting, with 200 attendees representing youth, families, public education agencies, and adult service providers.
- Regional outreach trainings (one in April, one in May, and one in June) through interactive instructional television held in five areas of the state on interagency coordination between schools, Vocational Rehabilitation, and Developmental Disabilities, with 161 attendees representing 60 public education agencies and adult service providers.
- Formation of the Arizona Transition Leadership Team, inclusive of all state agency providers of transition-related services to identify and address systemic barriers to collaboration and communication at a state and local level.

Significant improvement was noted in schools participating in the TOP initiative in all areas of transition; however, even in these schools, the requirements around interagency linkages and participation remained challenging. Schools' inability to control the participation or services of another agency might be a deterrent for the schools to consider and include such services in an IEP. Interagency agreements, statewide planning groups, community transition teams, and collaborative professional development efforts will eventually have a positive effect in this area, but progress is slow.

Participation in TOP as well as attendance at trainings and professional development activities is strongly encouraged, but can only be mandated by ADE/ESS through monitoring or dispute resolution findings. Schools that were monitored and found to have deficiencies in any of the areas of transition were required to attend trainings as a part of corrective action. However, these mandated trainings occur after the baseline compliance level is established. A comparison of monitored PEAs and training sign-in sheets indicates that most PEAs attending transition training **prior** to monitoring were in full or high partial compliance at the time of their monitoring. The schools that failed to send a representative were much more represented in the low partial and noncompliance group.

### Student Participation in Transition Activities

Arizona did not have a numeric target for the indicator related to increased student involvement in transition activities because the baseline for the target was zero and the state had no experience to guide projections of success. However, the efforts of ESS did result in meaningful student participation in state-level activities and planning.

## Comparability of Post-School Outcomes

ADE/ESS met its target of investigating the possibilities for post-school outcome data by widening the circle of potential data contributors. Discussions are moving forward and some progress is being made. There is growing understanding of the position in which ADE/ESS finds itself and an increased willingness to identify a solution that is mutually acceptable.

Specific to comparability studies, ADE/ESS plans on utilizing the *National Longitudinal Transition Study-2*, which focuses on the experiences of a national sample of students as they move from secondary school to adult roles. In addition, ADE/ESS secured commitment from the Career and Technical Education Division to supply post-school data on program completers of youth with disabilities as compared to nondisabled youth.

### 2005 Projected Targets

- ST.1: Improve baseline monitoring results in those areas of transition that fell below 75% compliance by 5%.
- ST.2: Increase student involvement in statewide transition activities from 2 students to 10 students.
- ST. 3: Identify the process Arizona will use to determine the comparability of outcomes for students with and without disabilities.

### Activities, Timelines & Resources

- 1.1. Fall 2004—Present at the Arizona Council for Exceptional Children conference providing an overview of the IDEA transition requirements and emphasizing research-based effective transition practices.
- 1.2. Fall 2004—Hold statewide transition conference.
- 1.3. Fall 2004—Conduct nine outreach presentations statewide on the IGA between the ADE, VR, and DDD to enhance understanding of and encourage interagency coordination and collaboration.
- 1.4. Winter 2004—Conduct focused training on IDEA requirements in three areas of the state identified as struggling with transition requirements.
- 1.5. Winter 2004—Hire additional ADE/ESS transition staff to enhance training and technical assistance opportunities statewide.
- 1.6. Winter 2004—Spring 2005—Initiate discussions with Department of Health Services, Behavioral Health, to incorporate DHS/BH into the state IGA currently existing between the ADE, RSA, and DDD, clarifying roles, responsibilities, and provision of transition services for students with behavioral challenges.
- 2.1. Summer 2004—Summer 2005—Identify and recruit youth and young adults with disabilities to serve on the Arizona Transition Leadership Team (ATLT) and various subcommittees within the ATLT.
- 2.2. Fall 2004—Host and facilitate Youth Empowerment Panel for Parent Training Fall Forum.
- 2.3. Fall 2004—Spring 2005—Work with local schools, students, and teachers to author articles for each

edition of the state newsletter, *Special Edition*, on transition services and inclusion, specific disability issues, and youth empowerment.

- 2.4. Winter 2005–Summer 2005—Work with youth and young adults with disabilities to develop Youth strand for Fall 2005 transition conference.
- 2.5. Spring 2005—Identify two youth to present to the Arizona Department of Education State Board on youth empowerment and transition planning to reach post-school success.
- 2.6. Spring 2005—Identify four youth to present to the State Rehabilitation Council on youth empowerment and school-to-work initiatives.
- 3.1. Fall 2004—In conjunction with ATLT, identify data sources from each representative agency pertinent to youth with disabilities and post-school outcomes.
- 3.2. Winter 2004—Meet with Career and Technical Education and Vocational Rehabilitation to determine data collection mechanisms.
- 3.3. Winter 2005–Summer 2005—Work with the National Center on Secondary, Transition, and Post-Secondary School Outcomes for Students with Disabilities in the development of a mechanism for determining post-school outcomes for students with and without disabilities.
- 3.5. Summer 2005—Work with CTE and VR to obtain data on the following elements:
  - CTE—students with disabilities on an IVEP; students with disabilities who are program completers, course samplers, and program concentrators, in comparison to the general CTE population; number of students with disabilities enrolled in CTE programs who go into post-secondary training or an apprenticeship program, into the military, or into the workplace after school;
  - VR—number of students with disabilities determined eligible for services; number of students with disabilities under order of selection on the waiting list; number of students with IPE; number of students employed; number of students in STW or YTP program prior to school exit.

### **Goal Alignment**

The goal for this cluster has no counterpart as the state has no goals related to the transition requirements under the IDEA or student outcomes for students without disabilities.

## Attachments

### **Attachment 1: Complaints, Mediation, and Due Process**

This attachment is located in Cluster I: General Supervision, Section 1



## **Attachment 2: Disproportionality Weighted Risk Ratio Data**

## Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

## Disproportionality Baseline/Trend Data

Risk Ratios for All Children with Disabilities, Ages 6 Through 21					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All Disabilities	1.33	.55	1.24	.90	1.02
Risk Ratios for Disability Categories <sup>1</sup>					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Mental Retardation	1.23	.67	1.83	1.14	.74
Specific Learning Disabilities	1.65	.14	1.26	1.06	.84
Emotional Disturbance	.97	.33	1.95	.36	2.07
Speech or Language Impairments	1.01	.33	.90	.86	1.25
Other Health Impairments	.77	.46	1.30	.45	2.04
Autism	.43	1.4	1.42	.44	2.01
Risk Ratios for Other Disability Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Hearing Impairments	<div>Arizona has no reason to believe that there are issues with these categories related to disproportionality.</div>				
Visual Impairments					
Orthopedic Impairments					
Deaf-Blindness					
Multiple Disabilities					
Traumatic Brain Injury					
Developmental Delay					
Risk Ratios for Educational Environment Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Outside Regular Class <21%	.95	1.02	.80	.91	1.15
Outside Regular Class 21-60%	1.31	.71	1.07	1.17	.78
Outside Regular Class >60%	.72	1.38	1.24	1.0	1.01
Combined Separate Facilities <sup>2</sup>	.70	.69	1.94	.77	1.14

<sup>1</sup> At a minimum, States should examine these six disability categories. If a State has previously identified a problem, or if a State has reason to believe that there are issues with other disability categories (i.e., written complaints, due process filings, etc.), then the State should explore the remaining disability categories as necessary.

<sup>2</sup> Combined Separate Facilities includes public and private residential facilities; public and private separate schools, and home/hospital environments.

### **Attachment 3: Participation and Performance on State Assessments**

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 1 OF 18

STATE: ARIZONA

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	10636	76156
4		
5	10810	76124
6		
7		
8	9867	75822
HIGH SCHOOL (SPECIFY GRADE: __10__)	8018	67863

<sup>1</sup>At a date as close as possible to the testing date.

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 2 OF 18

STATE: ARIZONA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	9919	2569	3682	65
4				
5	9751	2665	3164	193
6				
7				
8	8728	2575	2962	189
HIGH SCHOOL (SPECIFY GRADE: ____10____)	6014	1378	2118	18

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 3 OF 18

STATE: ARIZONA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4			
5	398	0	4
6			
7			
8	524	0	79
HIGH SCHOOL (SPECIFY GRADE: _10____)	792	0	172

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 4 OF 18

STATE: ARIZONA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	578	0	578	0	0
4					
5	482	0	482	0	0
6					
7					
8	411	0	411	0	0
HIGH SCHOOL (SPECIFY GRADE: ____10____)	357	0	357	0	0

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 5 OF 18

STATE: ARIZONA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS <sup>5</sup> (8)
3	0	139	0
4			
5	0	179	0
6			
7			
8	0	204	0
HIGH SCHOOL (SPECIFY GRADE: ____10____)	0	855	0

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.



REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: ARIZONA

## SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	FFB	APP	MEETS	EXCEED						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	AIMS	4416	2574	1775	1089						9854
4											
5	AIMS	4638	3551	537	832						9558
6											
7											
8	AIMS	7217	1073	180	69						8539
HIGH SCHOOL (SPECIFY GRADE: __10__)	AIMS	5171	455	294	76						5996

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_MEETS\_\_

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: ARIZONA

## SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: ARIZONA

## SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	FFB	APP	MEETS	EXCEEDS						9C ROW TOTAL <sup>6</sup>
		Achievement Level <sup>5</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	AIMS A	181	208	184	5						578
4											
5	AIMS A & OOL	523	128	216	9						876
6											
7											
8	AIMS A & OOL	552	101	190	13						856
HIGH SCHOOL (SPECIFY GRADE: ____10____)	AIMS A & OOL	716	83	153	25						977

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_MEETS\_\_\_\_

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)\*

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
GRADE LEVEL					
3	9854	0	578	204	10636
4					
5	9558	0	876	376	10810
6					
7					
8	8539	0	856	472	9867
HIGH SCHOOL (SPECIFY GRADE: __10__)	5996	0	977	1045	8018

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: ARIZONA

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	10636	76156
4		
5	10810	76124
6		
7		
8	9867	75822
HIGH SCHOOL (SPECIFY GRADE: ____10____)	8018	67863

<sup>1</sup>At a date as close as possible to the testing date.

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	9976	2615	3813	130
4				
5	9751	2677	3256	292
6				
7				
8	8728	2881	2631	248
HIGH SCHOOL (SPECIFY GRADE: ____10____)	6540	850	601	150

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: ARIZONA

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4			
5	519	0	28
6			
7			
8	590	0	88
HIGH SCHOOL (SPECIFY GRADE: __10____)	826	0	247

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	585	0	585	0	0
4					
5	480	0	480	0	0
6					
7					
8	413	0	413	0	0
HIGH SCHOOL (SPECIFY GRADE: __10____)	357	0	357	0	0

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).



ATTACHMENT 3  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS <sup>5</sup> (8)
3	0	75	0
4			
5	0	64	0
6			
7			
8	0	136	0
HIGH SCHOOL (SPECIFY GRADE: ____10____)	0	295	0

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: ARIZONA

## SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	FFB	APP	MEETS	EXCEEDS						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	AIMS	4214	2200	2672	760						9846
4											
5	AIMS	6158	1706	1327	268						9459
6											
7											
8	AIMS	6704	965	688	123						8480
HIGH SCHOOL (SPECIFY GRADE: _10_____)	AIMS	3507	1822	1024	37						6390

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_MEETS\_\_\_\_\_

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
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STATE: ARIZONA

## SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: ARIZONA

## SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	FFB	APP	MEETS	EXCEEDS						9C ROW TOTAL <sup>6</sup>
		Achievement Level <sup>5</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	AIMS A	116	174	280	15						585
4											
5	AIMS A & OOL	574	116	253	24						967
6											
7											
8	AIMS A & OOL	576	95	213	31						915
HIGH SCHOOL (SPECIFY GRADE: ___10___)	AIMS A & OOL	653	84	166	33						936

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_MEETS\_\_\_

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
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## SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
GRADE LEVEL					
3	9846	0	585	205	10636
4					
5	9459	0	967	384	10810
6					
7					
8	8480	0	915	472	9867
HIGH SCHOOL (SPECIFY GRADE: ____10____)	6390	0	936	692	8018

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

## **Attachment 4: Parent Survey**

## PARENT SURVEY

PEA \_\_\_\_\_ SCHOOL/SITE \_\_\_\_\_

Please answer each question with information about your child and your experiences with special education in this school. **Please return the survey in the pre-addressed envelope.** Thank you for your time and information.

How long has your child been receiving Special Education services? \_\_\_\_\_

**FOR TEAM  
USE ONLY**

1. Describe the good things going on in your child's special education program.

\_\_\_\_\_

\_\_\_\_\_

2. Was your child evaluated or reevaluated this year? YES \_\_\_\_\_ NO \_\_\_\_\_  
If **NO**, please go to question 3.

\_\_\_\_\_ I  
\_\_\_\_\_ O

II.B.4

- A. If **YES**, were you a member of the evaluation team? YES \_\_\_\_\_ NO \_\_\_\_\_

- B. Did the team consider your information? YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_ I  
\_\_\_\_\_ O

II.B.5.a

Comments: \_\_\_\_\_

\_\_\_\_\_

- C. Were your rights explained to you before you agreed to any new testing for your child?  
YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_ I  
\_\_\_\_\_ O

V.B.2.b

Comments: \_\_\_\_\_

\_\_\_\_\_

- D. Were these rights given to you in a way that was easy to understand?  
YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_ I  
\_\_\_\_\_ O

V.B.2.e

Comments: \_\_\_\_\_

\_\_\_\_\_

- E. Did you receive a copy of the evaluation? YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_ I  
\_\_\_\_\_ O

II.B.14

Comments about the evaluation process for your child: \_\_\_\_\_

\_\_\_\_\_

3. Were you informed about meetings early enough to attend? (IEP meetings, evaluation team meetings, and manifestation determination meetings) YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_ I  
\_\_\_\_\_ O

\_\_\_\_\_ U

V.B.2.c

Comments: \_\_\_\_\_

\_\_\_\_\_

4. Have your suggestions been used in your child's IEP? (examples: levels of performance, goals)? YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_ I  
\_\_\_\_\_ O

\_\_\_\_\_ U

V.B.2.f

Comments: \_\_\_\_\_

\_\_\_\_\_

5. Does the IEP reflect all the educational needs of your child? YES \_\_\_\_\_ NO \_\_\_\_\_  
If **NO**, please explain: \_\_\_\_\_

\_\_\_\_\_ I  
\_\_\_\_\_ O

\_\_\_\_\_ U

III.B.11

\_\_\_\_\_

\_\_\_\_\_

6. Were the Arizona Academic Standards used to develop your child's IEP goals?

YES\_\_\_\_NO\_\_\_\_

\_\_\_\_I  
\_\_\_\_O  
\_\_\_\_U  
III.B.4.e

Comments: \_\_\_\_\_  
\_\_\_\_\_

7. How often do you receive IEP progress reports?

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_I  
\_\_\_\_O  
\_\_\_\_U  
III.B.10

8. Does the progress report let you know if your child will achieve his/her IEP goals this year?

YES\_\_\_\_NO\_\_\_\_

\_\_\_\_I  
\_\_\_\_O  
\_\_\_\_U  
III.B.9.b

Comments: \_\_\_\_\_  
\_\_\_\_\_

9. What does the school do if your child is not making progress?

Comments: \_\_\_\_\_  
\_\_\_\_\_

10. Is your child receiving the amount of services currently listed on the IEP?

YES\_\_\_\_NO\_\_\_\_

\_\_\_\_I  
\_\_\_\_O  
\_\_\_\_U  
IV.B.2

Comments: \_\_\_\_\_  
\_\_\_\_\_

11. Is your child in high school?

YES\_\_\_\_NO\_\_\_\_

If **NO** go to question 13

If **YES** was your child involved in the development of the IEP? YES\_\_\_\_NO\_\_\_\_

\_\_\_\_I  
\_\_\_\_O  
\_\_\_\_U  
III.B.5.b

12. Does the IEP team talk about what your child wants to do when he/she leaves school?

YES\_\_\_\_NO\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_I  
\_\_\_\_O  
\_\_\_\_U  
III.B.5.d

13. Has your child been suspended this school year?

YES\_\_\_\_NO\_\_\_\_

If **NO**, go to question 14.

If **YES**, how many total days has your child missed due to suspension? \_\_\_\_\_

In order to assist us in our monitoring, please provide you child's name and birth date so we can follow up on the school's compliance with state and federal laws.

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_\_

14. Describe any concerns about your child's special education program

\_\_\_\_\_  
\_\_\_\_\_



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